**EFFECT OF PERCEIVED SUCCESSFUL PARENTING ON EMOTIONAL MATURITY OF HIGHER SECONDARY  
SCHOOL STUDENTS**

**RESHMA MOHAN K.M**

**Dissertation**

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**In partial fulfilment of the requirements for the Degree of**

**MASTER OF EDUCATION**

****

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2013**

**DECLARATION**

I, RESHMA MOHAN K.M, do hereby declare that this dissertation "**EFFECT OF PERCEIVED SUCCESSFUL PARENTING ON EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College**, RESHMA MOHAN** K.M

/10/2013

**Dr. HASSAN KOYA M.P**

Assistant Professor

Farook Training College

Calicut

**CERTIFICATE**

I, Dr. HASSAN KOYA M.P, do hereby certify that this dissertation, "**EFFECT OF** **PERCEIVED SUCCESSFUL PARENTING ON EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS"** is a record of bonafide study and research carried out by **RESHMA MOHAN** K.M, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

**Dr. HASSAN KOYA M.P**

Farook Training College, (*Supervising Teacher*)

/10/2013

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**CONTENTS**

**LIST OF TABLES**

**LIST OF FIGURES**

**LIST OF APPENDICES**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Title** | **Page No.** |
| I | **INTRODUCTION** | 1 – 14 |
| II | **REVIEW OF RELATED LITERATURE** | 15 – 41 |
| III | **METHODOLOGY** | 42 - 65 |
| IV | **ANALYSIS AND INTERPRETATION  OF DATA** | 66 – 87 |
| V | **SUMMARY, FINDINGS AND SUGGESTIONS** | 88 - 98 |
|  | **BIBLIOGRAPHY** | |
|  | **APPENDICES** | |

**LIST OF TABLES**

|  |  |  |
| --- | --- | --- |
| Table **No** | **Title** | **Page No** |
| 1 | t-value for 55 items of Perceived Successful Parenting | **55** |
| 2 | Component wise distribution of item in Perceived Successful Parenting Inventory | **58** |
| 3 | Details of the final sample | 63 |
| 4 | Descriptive statistics of the variables Perceived Successful Parenting and Emotional Maturity of higher secondary school students | 67 |
| 5 | Gender difference in Perceived Successful Parenting | 71 |
| 6 | Locale difference in Perceived Successful Parenting | 72 |
| 7 | Government- Aided difference in Perceived Successful Parenting | 74 |
| 8 | Aided-Unaided difference in Perceived Successful Parenting | 75 |
| 9 | Government-unaided difference in Perceived Successful Parenting | 77 |
| 10 | Gender difference in Emotional Maturity | 79 |
| 11 | Locale difference in Emotional maturity | 81 |
| 12 | Government –Aided difference in Emotional Maturity | 82 |
| 13 | Aided-Unaided difference in Emotional Maturity | 83 |
| 14 | Government-Unaided difference in Emotional maturity | 85 |
| 15 | Main effect of Perceived Successful Parenting and Emotional Maturity of Higher Secondary School Students | 87 |
| 16 | Summary of t- value yielded significant difference | 92 |

**LIST OF FIGURES**

|  |  |  |
| --- | --- | --- |
| Figure  No | Title | Page  No |
| 1. | Tips for successful Parenting | 24 |
| 2. | Components of Successful Parenting | 52 |
| 3 | Diagrammatic presentation of the variable Perceived Successful Parenting | 68 |
| 4 | Diagrammatic presentation of the variable Emotional Maturity | 69 |
| 5 | Diagrammatic presentation of the variable Perceived Successful Parenting of Male and Female students | 71 |
| 6 | Diagrammatic presentation of the variable Perceived Successful Parenting of Rural and Urban students | 73 |
| 7 | Diagrammatic presentation of the variable Perceived Successful Parenting of Government and Aided students | 75 |
| 8 | Diagrammatic presentation of the variable Perceived Successful Parenting of Aided and Unaided students | 76 |
| 9 | Diagrammatic presentation of the variable Perceived Successful Parenting of Government and Unaided students | 78 |
| 10 | Diagrammatic presentation of the variable Emotional Maturity of Male and Female students | 80 |
| 11 | Diagrammatic presentation of the variable Emotional Maturity of Rural and Urban students | 81 |
| 12 | Diagrammatic presentation of the variable Emotional Maturity of Government and Aided students | 83 |
| 13 | Diagrammatic presentation of the variable Emotional Maturity of Aided and Unaided students | 84 |
| 14 | Diagrammatic presentation of the variable Emotional Maturity of Government and Unaided students | 86 |

**LIST OF APPENDICES**

|  |  |
| --- | --- |
| Appendix  No | Title |
| I | Perceived Successful Parenting Inventory(Malayalam-Draft) |
| II | Perceived Successful Parenting Inventory(English-draft) |
| III | Perceived Successful Parenting Inventory(Malayalam-final) |
| IV | Perceived Successful Parenting Inventory(English- Final) |
| V | Response sheet(Perceived Successful Parenting Inventory) |
| VI | List of Schools |

**CHAPTER I**

**INTRODUCTION**

* + - * Need and Significance
      * Statement of the Problem
      * Definition of the Key Terms
      * Variables Selected for the Study
      * Objectives of the Study
      * Hypotheses of the Study
      * Methodology
      * Scope and Limitations of the Study
      * Organization of the Research Report

**INTRODUCTION**

The family acts as a main factor in influencing the attitude and behavior of the child. Family provides all initial indication to child as to whether he or she is loved or not, accepted or not, would be a success or failure because until school days the family is virtually his only place of learning. Parenting behavior is a specific goal directed action, which has direct consequences for the child. A contemporary and holistic view is that parenting is a series of reciprocal interaction between the parents and their children with the behavior of each participant affecting the behavior of the other. Parent’s share the responsibility of bringing up their children in a manner so that they become effective member of the respective society whatever parents do with children to achieve this goal is broadly known as parenting.

A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for the child. The first and foremost duty of parents is to look after their children in the best possible way to take interest in their welfare and to see their progress. Perceived Successful Parenting entails both effective components in terms of commitment, empathy and continues through the balance of life span. Parenthood is central childhood to child development and to society’s long-term investment in children.

The principal and continuing task of parents in each generation is to prepare for the children for the physical, economic and psychosocial situations in which those children must survive and thrive. Parenthood is the final common path way to childhood oversight and caregiving development and stature, adjustment and success. Parenting has its own intrinsic pleasure, privilege and profits. Parents can find interest and can derive considerable and continuing pleasure in their relationships and activities with their children. Parent’s character, dedication, education, creativity, special concern and responsibility are the major factor in child development.

A child performs usually depending on the various parenting styles by which they are being treated. It was found that relations with parents tend to show better social adjustment, emotional adjustment and self esteem development. Congruence in parent child perception and interaction are considered as important factor for effective parenting and healthy child development (Tein, et.al, 1999).

Emotions condition human behavior and effect his achievements and social relations; therefore proper study of emotional growth and development is of vital importance to educational psychologists, teachers and parents. Emotions that are part and parcel of character, but are not desirable, are fear, anger, hatred, etc. The development of such emotions only deprives the individual of his energy as it is consumed in destructive effort resulting in inadequate adaptation to society. Emotions influence an individual’s adjustment with other individuals in society and determine his conduct towards them. Human development is considerably influenced by the emotions. Emotions change in form as the child grows in to the adult individual.

Many detailed studied have revealed that emotions constantly develop and undergo considerable transformation. Emotional development, too, is studied in relation to the individual’s situations and conditions. Emotional development during childhood is more susceptible to the influence of friends and family. Emotions are also constantly involved in the children’s and parent’s relations with people at home. A parent develops and uses the knowledge and skills required to plan for children, give birth to them and rear and care for them (Morrison, 1978)

Erikson opines that faulty parent-child relationship and deprivation of parents ends in child’s maladjustment and demotes the process of adjustment. Parental involvement includes a wide range of behaviors but generally refers to parents and family members use and investment of resources in their children’s Emotional Maturity. The foundation of a child’s future life is laid in the family. Each member of family has an important role to influence the holistic development of the child. According to Mayon(1968) Emotional Maturity is the emotional pattern of an adult who has progressed through inferior emotional stages characterized of infancy, childhood and adolescents non fitted to deal successful with reality and participate in adult love relationship without undue emotional strain.

**NEED AND SIGNIFICANCE**

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence childhood behavior outcome. Over protection lead passive dependent personality, emotional negativity and social withdrawal. Parental involvement includes parent-child interactions that communicate positive attitudes about school and importance of education to the child. Child rearing is the process of promoting and supporting the physical emotional, social and intellectual development of a child from infancy to adulthood. In many cases orphaned or abandoned children receives parental care from non parent blood relations.

Social class wealth and income have the strongest impact on what methods of child rearing are used by parents. Lack of money is found to be the defining factor in the style of child rearing that is chosen. As times change so do the way parents parent their children. Responsive and warmth stimulating parenting behavior leads to better cognitive development and growth of social emotional characteristics of children. Effective parenting has never been more important to a family’s success than today. Proper parenting shapes the coming generations and the way the next generation will behave affecting the world around them.

Knowing what healthy methods are best for one’s child during parenting is time consuming but a rewarding effort. Parenting style is affecting by both parents and children’s temperaments and is largely based on the influence of one’s own parents and culture. Most parents learn parenting practices from their own parents some they accept, some they discard. Parents play an important role in helping the child pass through the transitory phase of adolescence. Of all the stages in life, adolescence is probably the stage where there is a lot of anger and frustration than any other stage. Teenagers are dreamy, irritable, defiant and disrespectful, they totally refuse to accept and follow the family myths, they break the major rules of the family and they even challenge their parents reign. The child begins to see the world with his own eyes and demands, questions gives aggressive and exhausting criticism of all the parents or the people taking control of his or her life.

Adolescence is a turning point in life cycle as it need care and support from parents. Reason of anxiety may be feelings of inadequacy which comes from a number of general causes such as parental over protectiveness or over restrictions or the bind of home environment or the relationship with his or her peer group which result in his inability to handle his problems properly without help.

Adolescence is the period of life when individual shows signs of development in every respect. In this age the various problems that face the individual concerned family, school, friends and society being problems that exert considerable influence on his emotional development. The development of emotionally matured children is a goal of parenting. Mature individual has trained and disciplined mind and also the feeling for others and the sense of responsibility that he needs throughout life

Emotional development is one of the significant aspects of growth and development. Each individual has different emotions influenced by environment. Almost all modes of behavior of a man are guided to some degree by the emotions. Emotions are present in every activity of human beings and primarily it guided our inner adjustment. A person is said to be emotionally mature when he expresses proper quality. A person who is emotionally stable can easily adjust in his environment.

The old proverbs holds true ‘spare the rod, spoil the child’ while discipline can take various forms and should be adapted for each particular child, it must be present for parenting success. Parenting style emerges as significant emotional problems in many students. The management of this problem requires studying all the dimensions of parenting style and Emotional Maturity in detail to plan strategies for preventions of these problems. Hence there is a need to understand the factors that lead to Emotional Maturity in higher secondary classes.

Adjustment of students at home and educational institutions is a burning issue of the recent years. Suicide, crimes, dishonesty etc have become so common among students that the prevention of this serious maladjustment is to be taken not only individual level but community level also. School is a part of community. Today the maladjustment problems and emotional problems of students is a serious concern in education. Proper child rearing can develop emotionally mature individuals. Parenting is the fundamental factor for any achieving child. The maturity develops according to the quality and quantity of the stimuli the child receive from the family members. This study can help the parents to lead their children to the righteous paths with regard to their emotions. Parents are more experienced to the ground realities of emotional problems. So better parenting can develop Emotional Maturity among students.

As Kranz (1990) says “the family is the organic starting point of all education”. To Cottle (1968) “good parents produce good students”. The child’s attitude towards school, education etc are fashioned to a great extent by his family. Different authors have visualized different parental involvement which effect child’s Emotional Maturity. Effective parenting can develop emotionally mature personality. The favorable environment and positive outlook of each and every members of the family molds the child to prepare to study and form good character at home. Most of the parents are fully involved with the child’s physical needs according to their capacity. At the same time, they must think about their children’s intellectual, emotional and spiritual development. So parents should possess a welcoming attitude towards their children’s and should give them ample opportunities to share their emotions and desires freely. Parents can help the children in realizing their pent up emotions, tensions and channelize them in socially desirable ways.

The investigator assumes that it is the discomfort of parenting that causes emotional problems to students. From the review of related studies the investigator could found that the studies to test the relationship between these two are very few. Hence the investigator felt an urgent need to conduct the study. It is necessary to investigate the variation in Perceived Successful Parenting has any effect on Emotional Maturity. By conducting this study the investigator hopes that the line of this research in this area can make a lot of significant contribution to guard the present education process which is very competitive.

**STATEMENT OF THE PROBLEM**

The present study is stated as “EFFECT OF PERCEIVED SUCCESSFUL PARENTING ON EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS”.

**DEFINITION OF THE KEY TERMS**

The definition of important terms uses in the statement of the problem are presented in this section.

**Effect**

The term “effect” stands for the condition resulting when the impact of one factor is dependent on the presence or absence of another factor.

**Perceived Successful Parenting**

It refers to the perception of child about the availability of support from parents. Perceived Successful Parenting is the unconditional support, guiding them and supporting them for healthy development.

**Emotional Maturity**

Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra physically and intra personally (Smitson, 1974).

**Higher Secondary School Students**

Higher Secondary School Students refers to the students studying for plus one or plus in any of the schools recognized by the government of Kerala. In this study students of XI and XII class are taken as Higher Secondary Students.

**VARIABLES SELECTED FOR THE STUDY**

The variables selected for the study are Perceived Successful Parenting and Emotional Maturity.

**OBJECTIVES OF THE STUDY**

The investigator set the following objectives for the present study

1. To find out whether there is significant difference in Perceived Successful Parenting of Higher Secondary School Students between relevant sub samples based on
2. Gender
3. Locality
4. Type of management
5. To find out whether there is significant difference in Emotional Maturity of Higher Secondary School Students between relevant subsamples based on
6. Gender
7. Locality
8. Type of management
9. To find out the effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students.

**HYPOTHESES OF THE STUDY**

The hypotheses formulated for the present study are the following

1. There will be a significant difference in Perceived Successful Parenting of the pupils in the subsamples based on
2. Gender
3. Locality
4. Type of management
5. There will be significant difference in Emotional Maturity of the pupils in the subsamples based on
6. Gender
7. Locality
8. Type of management
9. There will be significant effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students

**METHODOLOGY**

It deals with the precise description of the sample selected for the study, tool and statistical techniques applied for the study.

**Sample**

The present study was conducted on representative sample of 720 Higher Secondary School Students of Wayanad , Calicut and Malappuram districts. The sampling techniques used was stratified sampling method giving due representation to factors like gender, locality and type of management.

**Tools**

The investigator used the following tools for the present study

1. Perceived Successful Parenting Inventory
2. Emotional Maturity Scale

STATISTICAL TECHNIQUES USED

The following techniques were used for the analysis of data in the study

1. Preliminary Analysis
2. Test of significance of difference between means ‘t’-test
3. One way ANOVA

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study is mainly intended to explore the effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students. For the purpose the investigator prepared the Perceived Successful Parenting Inventory with the help of supervising teacher to assess the Perceived Successful Parenting of Higher Secondary School Students. This Inventory can be made use by researchers if they have to assess Perceived Successful Parenting nature of students in their investigations. Further the inventory can be used for assessing the Perceived Successful Parenting of students at different levels. Appropriate statistical techniques are used to analyze the data. Therefore the investigator hopes that the findings of the study will be valid and generalizable to a considerable extent. Hence the result of the present study will help the educationists to realize the need for extending due parental care and providing good parental support to their children so as to make them cope with their Emotional Maturity.

Even though every attempt has been made to make the study as objective and precise as possible, some limitations are found.

1. The sample selected for the study is confined to Wayanad, Calicut and Malappuram districts. The limited time and inconvenience forced the investigator to restrict the selection of samples from a wider population.
2. Though the study is intended to be conducted on a sample of higher secondary school pupils, the investigator selected more sample of pupils from plus one due to the unavailability of plus two students.
3. The investigator considered only gender, locality and type of management and category to stratify the study sample.
4. Emotional Maturity is a universal phenomenon affecting the entire individual but the investigator has accounts only the Higher Secondary Students in this study.

**ORGANISATION OF THE RESEARCH REPORT**

**Chapter I** of the report contain a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, hypotheses and scope and limitations of the study.

**Chapter II** gives a theoretical frame work of Perceived Successful Parenting on Emotional Maturity and review of related studies.

In **Chapter III,** the methodology of the study is discussed in detail with description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of data and the statistical techniques used for analysis.

In **Chapter IV** preliminary analysis, details of the major statistical analysis of data, interpretation of data, discussion and conclusion are described.

**Chapter V** contains major findings, tenability of hypotheses, educational implications of the study and suggestions for further research.

**CHAPTER II**

**REVIEW OF   
RELATED LITERATURE**

* Theoretical Overview of Perceived Successful Parenting
* Theoretical overview of Emotional Maturity
* Studies related with Perceived Successful Parenting
* Studies related with Emotional Maturity.
* Conclusion.

**REVIEW OF RELATED LITERATURE**

The review of the literature may be a comprehensive inclusion of everything known on a given research topic. Effective research is based on past knowledge this step helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation.

A summary of the writing of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested (Best and Kahn 1993)

The intention of the present study is to assess the Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students. Theoretical outline of the variables Perceived Successful Parenting and Emotional Maturity, a review studies related to the variables involved in this chapter.

**THEORETICAL OVERVIEW**

Theoretical frame work of the variables in the present investigation is outlined briefly in this section of the report.

**Perceived Successful Parenting**

Theoretical frame work of the variable Perceived Successful Parenting is presented in the following part.

**Major goals of parenting**

Parenting is the privileged responsibility of helping the child to reach the potentialities there by and to contributing effectively to the society. Parenting behavior is a specific goal directed action, which has certain direct consequences for the child. In earlier research parenting process in which children were the recipient of the parental actions (Holden, 1983). Parenting is the most important job you will ever have. It is also one of the most challenging .Research studies indicates mainly five parenting goals they are

* Keep an eye on child
* Develop a working relationship with teachers
* Work on social skills
* Help children become independent
* Communicate with each other

**Parenting styles and Child temperament**

A parenting style is a psychological constructs representing standard strategies that parents use in their child rearing. There are many different theories and opinions on the best way to rear children as well as differing levels of time and effort that parents are willing to invest. Parental investment starts soon after birth. Many parents create their own style from a combination of factors and these may evolve overtime as the children develop their own responsibilities and more through life’s stages.

Parenting style is affected by both the parent’s and children’s temperaments and is largely based on the influence of one’s own parents and culture. Most parents learn parenting practices from their own parents some they accept, some they discard. A parenting style is the overall emotional climate in the home. Developmental psychologist (Baumrind) identified three main parenting styles in early child development: authoritative, authoritarian and permissive. These parenting styles were later expanded to four including an uninvolved style.

**Authoritative parenting**

Authoritative parents rely on positive reinforcement and infrequent use of punishment. Parents are more aware of a child’s feelings and capabilities and support the development of a child’s autonomy within reasonable limits. They are warm and responsive, providing their children with affection and support in their exploration and pursuits of interests. These parents have high maturity demands for their children but foster their maturity demands through bidirectional communication, induction and encouragement of independence.

**Authoritarian parenting**

Authoritarian parents are very rigid and strict. They place high place on demands on the child, but are not responsive to the child. Parents who practice authoritarian style parenting have a rigid set of rules and expectations they are strictly enforced and require rigid obedience. When the rules are not followed, punishment is most often used to promote future obedience. Parents are neither warm nor responsive to their children.

**Permissive parenting**

Permissive or indulgent parenting is more popular in middle class families than in working class families. A child’s freedom and autonomy are overvalued, and parents tend to rely mostly on reasoning and explanation. Parents are undemanding. So there tends to be little if any punishment or explicit rules in this style of parenting. These parents say that their children are free from external constraints and tend o be highly responsive to whatever the child wants at the moment.

**Uninvolved parenting**

An uninvolved or neglectful parenting style is when parents are often emotionally absent and sometimes even physically absent. They have little or no expectation of the child and regularly have no communication. They are not responsive to a child’s need and do not demand anything of them in their behavioral expectation. Children of uninvolved parents suffer in social competence, academic performance, psychological development and problem behavior.

**Parenting skills**

Parenting takes a lot of skill and patience and is constant work and growth. Research shows that children benefit most when their parents. A parenting practice is a specific behavior that a parent uses in raising a child. Parenting practices reflect the cultural understanding of children. Parents in individualistic countries like Germany spend more time engaged in face to face interaction with babies and more time talking to the baby about the baby. Parents in more communal cultures, such as West African cultures, spend more time talking to the baby about other people, and more time with the baby facing outwards, so that the baby see what the mother sees children develop skills at different rules as a result of differences in these culturally driven parenting practices.

* Communicate honestly about events or discussions that have happened, also that parent explain clearly to children what happened and how they were involved if they were.
* Stay consistent children need structure parents that have normal routines benefits children incredibly
* Utilize resources available to them, reaching out in to the community
* Taking more interest in their child’s educational needs and early development and
* Keeping open communication and staying educated on what their child is learning and doing and how it is affecting them.

**Perceived Successful Parenting**

Successful Parenting is an offshoot of parental discipline. The punctuality, discipline, morality and spirituality are bench mark of Successful Parenting. Democratic home environment and communication among the family members helping attitude and sensitivity to the social issues also are integral part of better parenting.

Good parenting takes time. It means committing yourself day after day, weak after weak, month after month and year after year to providing your children with warm, supportive, safe and stimulating environment that will make them feel secure and allow them to reach their full potential. But cotemporary families face many pressures that add to the difficulties of devoting time and effort to parenting. Perceived Successful Parenting as a means to help encourage the growth of healthy families, healthy neighborhood and healthy communities.

**Simple guide to Perceived Successful Parenting**

* **Love their spouse**

Healthy marriages from the foundation on which children base their lives. They provide the stability necessary for young children to grow, thrive and experiment. Home becomes a safe place that models and encourages selfless love. Successful Parents are faithful to their spouse. They do not take for granted the life commitment they have made one another

* **Correct harmful behaviors, attitude and world views**

The old proverb holds true “spare the rod, spoil the child” while discipline can take various forms and should be adapted for each particular child, it must be present for parenting success. Children need to learn everything from the ground up including appropriate behaviors, how to get along with others, how to get results, and how to achieve their dreams. Discipline should not be avoided or withheld

* **Encourage healthy behaviors, attitude and worldviews**

Successful Parents do not just discourage unhealthy habits; they also intentionally encourage positive habits. They envision the type of person they would like their children to become they consistently model that behavior for them. They speak lofty expectations in to their children’s lives. They think the best of their children. They provide opportunities for their children to learn valuable life lessons.

* **Encourage spirituality**

They instill with their kids a deep sense that there is more to this world than meets the eye. Some of the greatest things in this world are not things. Instead they are visible, life giving and eternal. There is a moral compass that guides life on this planet wise, parents encourage for their children to find it.

* **Parents know when to let go**

Parenting is hundred percentage parents trying to shape lives and hundred percentages choosing their own life. While parenting requires time, energy, love, sweet and tears, it also requires freedom to allow our children to make their own decisions and choose their own paths. Making wise choices in order to prepare young men and women to be released in to the world as responsible adults

**Successful Parenting is characterized by the following tips**

Successful Parents celebrate the positive of their students. Children need encouragement in the form of praise, expressed interest and rewarded effort. Encourage children to talk openly and let them know that talking through their feelings is a healthy way of expressing themselves. Teach responsibility by giving children frequent opportunities to practice making decisions about what he or she needs to do in a given situation. Never tell a child that he or she is bad. This really hurts a child’s self esteem

Discipline is a method of teaching children life- long responsibility and acceptable behaviors. Think about what would happen in a situation if you do not interfere. When we interfere unnecessarily, we rob children of the chance to learn from the consequences of their actions. . Parents are all busy, but it is important to remember not to take your job home with you. When parents bring job related stress home with them, they are less tolerant and more prone to argue with their children. Ask child’s advice when it is appropriate to do so. This can help a child feel powerful and valuable.

**TIPS FOR SUCCESSFUL PARENTING**

**ENCOURAGE** **DISCOURAGE**

Morality

Discipline

Punishment

Responsibility

Luxury

Over expectation

Effective communication

Over protection

Excessive freedom

Punctuality

Figure 1: Tips for Successful Parenting

**Emotional Maturity**

Human personality is a very broad and comprehensive concept consisting of many aspects and factors that influence the behaviour patterns. Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent’s development. Emotional Maturity is a new concept in the field of education. Emotional Maturity is a state or condition having reached an adult level of emotional development therefore no longer displaying emotional pattern appropriate to children

The term “emotion” has been derived from the Latin word “emovere” which means to move out, a state of being moved emotions stir up or arouse in the same way. It depends upon many factors. These factors are both individual and environment. Emotions are the complex state of mind. Emotions are present in every activity of human being. “ the emotions are backbone of all development and as much important from educational point of view.”

According to Young(1943) “an emotion is disturbed state of organism, an emotion includes visceral change due to increased activity of autonomic nervous system and an emotion originates with in one’s psychological situation”.

Emotional development is the one of the significant aspects of growth and development. Emotional pressures are increasing day by day especially at adolescent stage. Each individual has different emotions influenced by environment. Emotions are present in every activity of human being and primarily it guides our inner adjustment. A person is said to be emotionally mature when he expresses proper emotions at proper time in proper quality. A person who is emotionally stable can easily adjust in his environment, so both of these are inter related to each other.

Emotional Maturity is related to age. As the age increases, an individual goes on acquiring Emotional Maturity. But is not necessary that everyone will necessarily attain Emotional Maturity. It is because of this that certain persons, despite their advanced age, behave like young children. They show too much sensitiveness on ordinary things like children and become overjoyed on little matters as if they have achieved some great success.

This shows that such persons, despite their physical maturity have not attain Emotional Maturity. Generally along with physical maturity persons also attain Emotional Maturity. Emotional development reaches its maturity in adulthood.

**Definitions**

Starks (2005) defined “ Emotional Maturity as being with to accept the reality of people and things they are without needing them to be other than that”

According to Smitson (1974) Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra personally.

**Characteristics of a emotionally mature person**

An emotionally mature person is one who develops attitudes in relation to himself and his environment which will lift him above childishness in thought and behaviour

Grace (2009) listed the following as the characteristics of an emotionally mature people.

* Knowing as to what one wants and how to make it happen
* Thinking sooner than acting and having control over one’s behaviour
* Having the sense of self reliance and the capacity to take accountability for one’s life and action
* Having patience
* Bonding with others in a supportive and constructive manner
* Actually caring about others and representing their concern
* Acting honestly and having by one’s principles
* Keeping self control and balance in all things
* Having the capacity to tackle difficult and demanding situations
* Realize that what one see experience or say about what others are doing is what one is doing or have done
* Realize that all problems and upset began in the past
* Take total responsibility for one’s life
* When you suffer some one around you is suffering even more and give up as best you can all judgement.

**STUDIES RELATED WITH CEIVED SUCCESSFUL PARENTING**

Aggarwall (1986) studied the effect of parental encouragement upon educational development of secondary school students the sample consists of secondary school students. The findings revealed that the high achieving group had been getting higher parental encouragement.

Sinha and Kumari(2000) examine the relationship between children’s perception of parental inducement of academic self regulation, learning/performance goal orientation and strategy use among 80 eight grade children. Hindi version of parental inducement of self regulation questionnaire, learning performance goal orientation scale and strategy use questionnaire were the tools. Significant positive correlation coefficient were found between parental inducement of self regulation score and learning goal orientation scores, parental inducement of self regulation scores and use of deep processing strategy.

Purohit and Praveen (2008) examine the relationship of parental style with self concept among adolescent girls. The sample consisted of 900 participants. Two instruments were used. Transactional style inventory and self concept questionnaire. The result clearly indicate that ok styles of both fathers and mothers were related to positive self concept, where as their not ok style were correlated with negative self concept of adolescent girls.

Hafsamol (2008) examine the influence of parental involvement in vocational preference of secondary school students of Kerala. The sample consisted of 700 Higher Secondary School Students. The parental involvement scale and vocational preference scale were employed on the subject. Result indicate that parents have no influence on their children in their career preference of banking, insurance, accounting, marketing, advertising, trade and business, IT and engineering with it branches. Students prefer medical, scientific careers as their own choice.

Ravi (2008) aim to study the parents development of personality on the academic performance of students. 150 11th standard student’s parents were assessed by the personality development index and given 10 days training on supporting their children in academic achievement. Study skills training and providing right type of reinforcement to the students were thought to parents. Significant improvement resulted in core subject except languages.

Amalor, Suresh and Govind (2009) attempt to investigate whether there is any relationship between adolescents adjustment and parental variables. The sample consisted of 594 higher secondary students. It was fond that the adolescents of mother will less education are better adjusted than those of mother with more education. The study make it clear that a warm and supporting type of family atmosphere is the predominant influencing factor in effective adjustment.

Rammohan (2010) examine the learning orientation of students at senior secondary level and also to explore its linkage with parental attitudes. The sample of 135 students studying in class XI and their respective parents was drawn randomly from two senior secondary schools of Delhi. The study brought out clearly shows that interest orientation was the influencing factor in learning. The study also revealed that students at senior secondary level generally had high orientation towards exams and career. Also parental influence especially parental support affected the learning orientation of children.

Tung and Dhillon (2010) examine the family environment, classroom environment variables and psychological indices of adjustment predicting high and low emotional autonomy. Sample of 500 adolescents was selected from schools and colleges. Result suggest that cohesion in the family environment and adjustment variables best predict low emotional autonomy where as conflict in the family best predicts high emotional autonomy.

Sharma and Singh (2010) examine relationship between different patterns of parental practices that may influence academic achievement of students. Multidimensional parenting scale was administrated to 50 mothers and 50 fathers from urban middle class families of Jalandhar city. Hate, dependency, independency and democratism were found to be significant related to academic achievement. Implications for guidance and counseling of parents regarding the style of desirable parenting which has positive impact upon the academic achievement of children are presented.

Ayishabi and Anila (2011) conducted to find out the influence of parenting style on mental health of adolescent students. Data was collected by using scale of parenting styles and mental health status scale from 518 Higher Secondary School Students. The result showed that there is significant difference between authoritative and neglectful parenting styles with reference to their mental health. Present study found that the authoritative parenting style shows better mental health than the other.

Mumthas and munavvir (2011) examine the parent relationship with adolescents of high and low mental health. A survey using representative sample of 600 secondary students revealed that all the dimensions of father -child and mother-child relationship differ significantly between the students with high and low mental health.

Sadanandam and Lourdusamy (2011) examine the significant difference between male and female Higher Secondary School Students in their parenting, family and school relationship. The sample comprised 300 higher secondary students. The result showed that a significant relationship between scholastic performance of students and parental influence through there was no significant relationship between scholastic performance of students and their parenting , family and school relationship.

Rueger, et.al (2011) prospectively examine the role of attributional style and perceived parental support on depressive symptoms in the face of stress with a sample of 497 middle school students. Result demonstrate that boys with a pessimistic attributional style and low or moderate level of perceived parental support had higher level of depression symptoms than those with an optimistic attributional style regardless of the level of stress.

Jiang,et.al (2011) tested the direct and indirect effect of perceived parental academic autonomy supports and academic planning control over the inter related variable of adolescents, self esteem, academic motivation and academic achievement on a school. Findings shows that perceived parental autonomy support significant direct positive effect on self esteem, academic motivation and academic achievement.

Binulal (2012) studied the relationship of student perception of parent involvement and parent encouragement of high school students to their academic achievement. 320 high school students from Kollam district as the sample of the study. The result shows that there exists significant difference between the mean scores of student perception of parent involvement with respect to the subsample type of family and parents education. There exists positive significant correlation between student perception of parent involvement and academic achievement for the total sample and subsamples.

Satheesh and Niranjana (2012) intends to know whether any sex difference exists in the parental involvement and learning strategies among Higher Secondary School Students. A sample of 900 Higher Secondary School Students was drawn by stratified random sampling method giving due representation to subsamples. The finding reveal that significant sex difference exists in the parental involvement and learning strategies for the total and relevant subsamples.

Kulsum (2012) investigated the effect of home environment of secondary school students on their personal values. A sample of 200 secondary school students selected was the subject of present study. Result revealed that urban and rural boys and girls from different type of home environment possess varied type of personal.

Bhardwaj and Raji (2012) investigate the emotional stability of 400 secondary school students of 9th class in relation to their family environment. Findings of the study indicated that there exists difference in emotional stability of secondary school students with respect to positive family environment and negative family environment.

Mumthas and Jasmin(2012) investigate the relation between parent child relationship and stress copying skill of Higher Secondary School Students. A sample of 600 higher secondary students from various schools of Malappuram and Kozhikkode district were selected. Their is low but significant positive relation between parent child relationship and stress copying skill of Higher Secondary School Students.

Kaur (2013) investigate the impact of parent child relationship of self confidence was examined on a group of 200 students of class IX from Haryana and India. The result shows that no significant effect of parent child relationship on the level of self confidence of boys was observed. How ever there was a partially significant effect of parent child relationship on the level of self confidence of girls.

Yadav (2013) investigate whether parental encouragement is related to students academic performance. The sample included 200 higher secondary students. The result shows that impact of parental encouragement on the students scholastic performance. The mean achievement scores of high parental encouragement group were found higher than the low parental encouragement group in each case i.e boys, girls and total students.

**STUDIES RELATED WITH EMOTIONAL MATURITY**

Nagaraj (1988) conducted a study on Emotional Maturity in relation to their intelligence on a sample of IX standard urban students in Bangalore district. The result shows that their was no significant difference in the Emotional Maturity of girls with average and high IQ and their was no significant difference in Emotional Maturity of boys with average and above average intelligence.

Pyari(1999) find out the influence of Emotional Maturity on academic achievement using cluster sampling method. The investigator selected 78 Hindi medium students consisting 39 boys and 39 girls. The findings of the study proved that there is no significant gender difference in Emotional Maturity.

Thangal (2000) investigated in to emotional adjustment and achievement in social studies of secondary school scout/guides students of Malappuram district. The investigator found that there is significant relation between emotional adjustment and achievement in social studies of secondary school scout/ guide students of Malappuram district.

Peter(2002) conducted a study on Emotional Maturity of college students as a function of family interaction and social participation. The sample of the study were 700 students from different colleges in Calicut. The investigator found high positive correlation between the variables.

Premji (2004) conducted a study on Emotional Maturity as a correlate of achievement motivation of Higher Secondary School Students of Kerala. The findings of the study suggests that Emotional Maturity and achievement motivation are positively related to each other.

Ganesh and Alex (2005)studied Emotional Maturity of teacher trainees. The study was conducted on 153 B.Ed trainees studying in a college of education at Pondicherry. The revealed that there is no gender difference Emotional Maturity and there is no significant difference in the Emotional Maturity of students having graduate and post graduate level of education.

Geetha (2006) conducted on a study on emotional competence of school teachers. The result shows that there was no significant difference between male and female primary school teachers and secondary school teachers.

Kumar (2005) estimate the relationship between home environment and emotional balance of secondary school children, besides testing whether the correlations obtained for the comparable sample differ significantly and concludes that while the relationship between home environment and emotional balance is positive and significant, this relationship is not influenced by sex, locale and parental occupation of the students.

Bansibihari and Surwade (2006) examines Emotional Maturity of secondary teachers and its effect on teacher effectiveness. 355 secondary teachers were selected from different secondary school of Nandurba and Dhule districts of Maharashtra. The result indicate that female teachers are emotionally more mature/ stable than male teachers. There is no sex difference in emotionally immature group with respect to teacher effectiveness.

Usha (2007) investigate the relationship between emotional adjustment and family acceptance of the child or academic achievement. Sample of 700 standard IX pupils drawn from three district of Kerala were selected. The result shows that there exists a significant relation between emotional adjustment and achievement and also with family acceptance of the child and achievement. No significant difference was noticed between emotional adjustment of boys and girls.

Hameed and Thahira (2010) examined Emotional Maturity and social adjustment of student teachers. 600 student teachers were selected from various teacher training institution of Malappuram district of Kerala. The tool used for the present study were scale of Emotional Maturity and social adjustment scale. The result indicates that male student teachers were more emotionally mature and socially adjusted than female student teachers. There is a positive relationship between Emotional Maturity and social adjustment of student teachers.

Bindhu and Jubna (2010) intended to identify the Emotional Maturity of student teachers at secondary level. Scale of Emotional Maturity is used for data collection. Sample of 500 student teachers from various training college under Calicut University was selected. The study reveals there is no significant difference in the Emotional Maturity of student teachers, except in one component, with respect to gender, faculty and type of management.

Anisha and Rani (2011) examine the level of emotional competence of adolescents with respect to their gender, locality, parental educational qualification and parental occupation.100 adolescent students from various school in Thoothukudi district as the sample of the study. The result shows that there is a relationship between the emotional competence and social reticence of adolescents based on their gender and locality. By increasing the emotional competence of adolescent students their level of social reticence can be decreased there by improving their social skills and self confidence.

Jadhav (2011) investigate the relationship between home environment and Emotional Maturity of college students of Belgaum district in Karnataka. The sample included 200 students selected by the random sampling technique. The result shows that there was a positive and significant relationship between home environment and Emotional Maturity among the boys and girls including those of rural background, private college students with low socioeconomic status and students of more than 20 years age.

Kisku and Sasikala (2011) attempt to find out the influence of self esteem and Emotional Maturity on psychological wellbeing of college students. Convenience sampling was used to select the sample from Chennai city colleges. The result shows that a significant positive relationship was found between self esteem and psychological well being and significant negative relationship was found between emotional immaturity and psychological well being.

Phor and Choudhary (2012) studied the Emotional Maturity as related to adjustment of the adolescents. It is conducted on the students of schools of Ludhiana district. The result shows that we can say that there are some difference between rural female and rural male and urban male and urban female. There is also some difference between male and female psychology.

Srilatha (2012) investigate the Emotional Maturity of the student teachers. A sample of 609 student teachers from different colleges of education was selected. The result indicates that there is distinction between male and female student teachers in their Emotional Maturity. The female student teachers have high Emotional Maturity when compared to the male student teachers.

Guptha and Sharma (2012) investigate the adjustment problems of secondary school students of Kangra district in relation to their sex and locale. The sample included 200 students of secondary school in Kangra district. The result showed that the boys and girls do not differ significantly with respect to their adjustment in they are of home, social, health, emotional and social adjustment.

Singh and Dahiya (2013) examine the relationship between Emotional Maturity among senior secondary school students and deprivation of privileges as dimension of home environment. The study has been confined to the 400 senior secondary school students. Data was collected by using Emotional Maturity scale and home environment inventory. The result showed that a negative and significant correlation was found between Emotional Maturity and deprivation of privileges as a dimension of home environment which indicate that with the increase in deprivation of privileges at home there will be decrease in Emotional Maturity.

Chaturvedi (2013) aimed at finding the emotional stability of intellectually superior, average and dull adolescent boys and girls, the investigator among other things finds that intelligence and emotional stability are positively and significantly correlated on the whole as well as among intellectually superior average and dull adolescents.

Latha (2013) investigate the Emotional Maturity among student teachers in relation to anxiety and academic achievement. For the study Emotional Maturity scale and Taylor’s manifest anxiety inventory were used as tools. The sample size was 300. The result shows that there is no relationship between Emotional Maturity and anxiety of student teachers and there is no significant relationship between Emotional Maturity and academic achievement of student teachers.

Praveen and Prabhaker (2013) investigate the Emotional Maturity in post graduate students. 200 post graduate students of arts and science groups of different media of Kurnool district were selected for the present study. The tool used for the present study were Emotional Maturity scale. The result indicate that there is gender difference in Emotional Maturity of post graduate students.

**CONCLUSION**

The investigator could find out few foreign studies related with parenting but almost 19 Indian studies can be found out from various sources. Indian studies related with parental involvement in students made the investigator conclude that parental involvement had positive effect on students academic performances. The investigator reviewed certain foreign studies which also conclude that parental involvement can improve students academic performances. However the investigator could not find out the studies associated with Perceived Successful Parenting and Emotional Maturity.

**CHAPTER III**

**METHODOLOGY**

* Variables
* Objectives
* Hypotheses
* Tools Employed for Data Collection
* Samples Selected for the Study
* Data Collection Procedure and Consolidation of Data
* Statistical Techniques used for analysis

**METHODOLOGY**

Methodology of research describes how the study was conducted. It deals with the method population and sample of the study and provides the tool and techniques employed in the research.

The present study is an attempt to find out the effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students. This warrants the description of the variables, tools, selection of sample for the collection of the data and statistical technique for analyzing data. In this chapter the design of the study which has been presented under the following headings.

* Variables
* Objectives
* Hypothesis
* Tools employed for data collection
* Sample selected for the study
* Data collection procedure, scoring and consolidation of data
* Statistical techniques used for analysis.

The details of each of the above is given below

**VARIABLES**

As the intension of the study to find out the effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students, the variables of the present study are Perceived Successful Parenting (independent variable) Emotional Maturity (dependent variable).

**OBJECTIVES**

1. To find out whether there is a significant difference in Perceived Successful Parenting of Higher Secondary School Students in the relevant sub samples based on

a) Gender

b) Locality

c) Type of Management

2. To find out whether there is any significant difference in Emotional Maturity of Higher Secondary School Students in the relevant sub sample based on

a) Gender

b) Locality

c) Type of Management

3. To find out the effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students.

**HYPOTHESES**

The hypotheses formulated for the study are the following

1. There will be a significant difference in Perceived Successful Parenting of the pupils in the sub sample based on

a) Gender

b) Locality

c) Type of Management

2. There will be a significant difference in Emotional Maturity of the pupils in the sub samples based on

a) Gender

b) Locality

c) Type of Management

3. There will be a significant effect on Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students.

**TOOLS EMPLOYED FOR DATA COLLECTION**

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for a successful research. In the present study the investigator used the following tools

1. Perceived Successful Parenting Inventory ( Koya and Reshma, 2013 )

2. Emotional Maturity Scale ( Hameed and Thahira, 2007 )

**Description of tools used**

**1. PERCEIVED SUCCESSFUL PARENTING INVENTORY**

This tool is prepared and standardized by the investigator with the assistance of supervising teacher. The procedure followed in the construction of the tool is described below

**Planning of the inventory**

The first step in the construction and standardization of a inventory is planning of the inventory. It was decided to develop a inventory with five responses viz ; 'always', 'often', 'sometimes', 'rarely’, and 'never'.

Four situations are included in the preparation of inventory is family, neighborhood, school and society. The items are developed by in cooperating components and situations. The investigator reviewed the literature and identified the nine components viz; Celebrate the positive, spend quality time with child and really listen, use discipline, expectation, aspiration and responsibility, action speaks louder than words, expose to natural consequences, unconditional support, conducive home environment and encourage spirituality.

**Components of Perceived Successful Parenting**

**1. Celebrate the positive**

Recognizing children for their effort is an important as the actual effort. The behavior of parents towards the child must make him feel comfortable and confirm in its mind that it is basically accepted and approved of as a person. Parents should express affection and provide support to the child in its everyday stress but this shouldn't go to the esteems of becoming overprotective and refusing to see the faults of our children. Parents should respect the individuality of children and at the same time set limits on standards for their behavior. During adolescence parent-child relationship must change to accommodate teenager's increasing need to make decisions and to take greater responsibilities for their lives. Children need encouragement in the form of praise, expressed interest and rewarded effort. Verbal, non-verbal, material or other rewards given judiciously to children for their appreciable efforts, behaviors and achievement can do wonders even among adolescents because the need for approval is high among them.

Example: Appreciate child when he wakes up early.

**2. Spend quality time with child and really listen**

Encourage children to talk openly and let them know that talking through their feelings is a healthy way of expressing themselves. Provide children with the words and be a role model by talking about your own feelings. Family communication is both a pillar and an index of family health that surface in the strom and stress of adolescence. Frequent open family discussion show that the family works well for the proper development of its children. Family communication could also be ensured in an indirect manner through participation in group activities like dining together, saying prayers together etc. Parents should help children spend quality time constructively by guiding the use of leisure time. Parents should also have fun with children by engaging in other intellectual and non-intellectual pleasurable activities such as playing games together, going to libraries, browsing the internet or helping children with their hobbies.

Example: Carefully listen to important events of child's classroom.

**3. Use discipline**

Discipline is a method of teaching children life-long responsibility and acceptable behaviors. Firm but national control behavior includes helping children understand why behavior is good or bad. Don't nag children, since constant nagging makes children develop a defense layer of psychological deafness. Children's behavior and responding at a level of control that is neither restrictive nor permissive allows children to explore their worlds with in safe boundaries. Using non punitive methods of discipline when rules are violated, reinforcing socially responsible and mature behavior, democratic decision making, encouraging two way communication validating the child's individual point of view and recognizing the rights of children etc. would prove beneficial while dealing with adolescents parents who interact with children in a rigid and un democractive and harsh manner expect rules to be followed without further explanation, discourage verbal give and take with their children and use coercive or punitive methods of discipline.

Example: Talk lovingly to the child when he fights with his younger brother/sisters.

**4. Expectation, Aspiration and responsibility**

Parents should have and show real interest in the child's future, set reasonably high standards for the child to attain and encourage it to work hard to achieve those standards. The ambitions and wishes that parents have about the child's career prospects should be realistic. Otherwise children are likely to give up. Parents should bear in mind that all children are not endowed with the same abilities to become a Newton or an Einstein. The unhealthy tendency seen among parents to compare their children with others other will have only fatal after effects. Teach responsibility by giving children frequent opportunities to practice making decisions about what he or she needs to do in a given situation.

Example: To share qualities of eminent workers in the society.

**5. Action speaks louder than words**

If you find that your child has stopped listening, it is because, on average, we give our children over two thousand commands per day, they stopped listening when they feel we are nagging or yelling. Instead of telling your child a third or fourth time, think about what action you could take.

Example: (1) If your child continuous to throw his towel on the bathroom floor rather than hang it up, instead of doing it for him or yelling at him one more time, simply remove the towel or leave it in a heap on the floor. It will either be gone or still damp the next time and will better deliver the message of why it is important to hang it up.

(2) Help the child to keep books in the bag according to the time table rather than ordering him to do so.

**6. Expose to natural consequences**

Think about what would happen in a situation if do not interfere. When we interfere unnecessarily, we rope children of the chance to learn from the consequences of their action. By letting the consequence take place we avoid nagging. A consequence must be logically related to the behavior to be effective.

Example: (1) The child forgets to return his video to the rental store where a daily late free will add up, return the video, but deduct the lay charge from his alavance your child to see the logic to the discipline.

(2) If the child is lazy to do his home work, let him to go school without doing it. Then the punishment for his laziness would make him realize to do his work without parents help.

**7. Unconditional support**

Never tell a child that he or she is bad. This really hearts a child's self esteem. Communicate your child that it is that you do not like him or her, but it is the behavior that you are unwilling to tolerate. Parents should ensure attendance at the PTA meeting, open houses and school days of their child's school. It should be consider as an opportunity to demonstrate the importance of your attachment to schooling and academic achievements.

Example: When the child comes to home without umbrella in a daily day tell his lovingly the adverse consequences of his action.

**8. Conducive home environment**

Every parent is highly concerned with providing material facilities to his or her children and ignoring the aspect of other facilities. Studies show that successful children have parents who create and maintain family routines. Providing a happy home environment, encouraging the child to follow a fixed time table for studying, planning of family activities, assignment of responsibilities in the family are all essential components of structuring a conductive home environment. Parents can read newspapers do their homely chores and clear doubts in between his or her studies. Ask your child's advice when it is appropriate to do so. This can help a child feel powerful and valuable. Give your child choices, let him or her help you and have input in to simple daily decisions. It may seem like it is sometimes easier to do a simple task ourselves rather than waiting for the child to complete it, but this does not allow the child to make choices and feel important. Many families find that having a regular family meeting time for everyone in the family to bring issues to the table and discuss them.

Example: Ask the opinion of the child about what gift they want to buy for their neighbor’s birthday party.

**9. Encourage spirituality**

Parents encourage spirituality in the life's of their children. Parents encourage for their children to find it. Respecting the child's individuality making space for child to develop a sense of their on believes through their personality and their own potentials to provide moral values, to respect others saying prayers together etc should encourage.

eg: Ask the child to thank God when they get any achievements.

**Figure 2: Components of Successful Parenting**

**Preparation of inventory**

On the basis of above mentioned components the investigator developed the Perceived Successful Parenting inventory. The draft inventory consists of 55 items. out of which ten items belongs to celebrate the positive, spend quality time with child and really listen, use discipline, expectation, aspiration and responsibility, action speaks louder than words, expose to natural consequences, unconditional support, conducive home environment and encourage spirituality.

A copy of the draft tool Perceived Successful Parenting Inventory (Malayalam and English version) and response sheet are given as appendices

**Scoring procedure**

As the present inventory responses can be made in a five point inventory as always, often, sometimes, rarely and never. For a positive statement the score given is 5, 4, 3,2and 1. For the options always, often, sometimes, rarely and never respectively. Scoring scheme is reversed for negative statement. The scores on all the items are add it to get the total score Perceived Successful Parenting inventory

**Try out of the preliminary scale**

Try out of the inventory aims to select the items for the final scale by empirically testing the item characteristics. The procedure of the item analysis are discussed below.

The preliminary inventory was administrated to a sample of 720 Higher Secondary School Students selected by stratified sampling technique giving due representation and to the Gender, Locality and Type of Management.

The 720 response sheet obtained was scored and the total score for each sheet was calculated. Then these for arranged in descending order of the total score and the highest and lowest 25% of the 720 sheets were separated.

The mean and standard deviation of the score obtained for each item for the upper and lower group were calculated separately. The critical ratio for each items were calculated using the following formula.



Where,

 = Mean of the first group.

 = Mean of the Second group.

σ1 = S.D of the first group.

σ 2 = S.D of the second group.

N1 = Total Number of the first group.

N2 = Total Number of the second group.

The critical ratio obtained for each item together with means and variances of the scores of the two groups are given as table 1.

*Table 1*

***t-value for 55 items of Perceived Successful Parenting.***

| NO | | X1 | | X2 | | σ1 | | σ 2 | t-Value | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | | 4.14 | | 3.08 | | 5.03 | | 1.08 | 9.90 | |
| 2 | | 4.49 | | 3.33 | | 0.91 | | 1.37 | 9.85 | |
| 3 | | 4.74 | | 4.35 | | 0.72 | | 1.01 | 4.41 | |
| 4 | | 3.93 | | 2.99 | | 1.48 | | 1.43 | 6.39 | |
| 5 | | 3.85 | | 2.58 | | 1.18 | | 1.39 | 9.68 | |
| 6 | | 4.00 | | 3.83 | | 1.36 | | 1.39 | 1.22\* | |
| 7 | | 4.74 | | 3.23 | | 0.69 | | 1.43 | 13.28 | |
| 8 | | 4.74 | | 3.46 | | 0.67 | | 1.49 | 10.89 | |
| 9 | | 4.59 | | 3.28 | | 0.74 | | 1.18 | 13.01 | |
| 10 | | 3.49 | | 2.56 | | 1.24 | | 1.42 | 6.84 | |
| 11 | | 4.41 | | 3.03 | | 1.05 | | 1.51 | 10.46 | |
| 12 | | 2.27 | | 1.73 | | 1.39 | | 1.14 | 4.18 | |
| 13 | | 2.23 | | 2.36 | | 1.59 | | 1.56 | 0.81\* | |
| 14 | | 3.95 | | 2.97 | | 1.10 | | 1.19 | 8.39 | |
| 15 | | 4.63 | | 3.95 | | 0.82 | | 1.37 | 5.93 | |
| 16 | | 3.94 | | 2.59 | | 1.16 | | 1.33 | 10.63 | |
| 17 | | 4.37 | | 3.19 | | 0.95 | | 1.31 | 10.14 | |
| 18 | | 4.63 | | 4.04 | | 0.79 | | 1.29 | 5.43 | |
| 19 | | 4.43 | | 3.19 | | 0.95 | | 1.26 | 10.98 | |
| 20 | | 4.16 | | 3.20 | | 1.37 | | 1.49 | 6.63 | |
| 21 | | 4.26 | | 3.77 | | 1.07 | | 1.34 | 4.02 | |
| 22 | | 3.61 | | 2.35 | | 1.42 | | 1.49 | 8.55 | |
| 23 | | 4.34 | | 4.00 | | 1.18 | | 1.32 | 2.63\* | |
| 24 | | 2.02 | | 2.24 | | 1.54 | | 1.45 | 1.47\* | |
| 25 | | 3.95 | | 2.69 | | 1.24 | | 1.43 | 9.28 | |
| 26 | | 4.43 | | 3.11 | | 0.99 | | 1.36 | 10.95 | |
| 27 | | 4.83 | | 4.01 | | 0.55 | | 1.38 | 7.73 | |
| 28 | | 4.48 | | 3.35 | | 1.07 | | 1.35 | 9.13 | |
| 29 | | 4.22 | | 2.82 | | 1.11 | | 1.43 | 10.74 | |
| 30 | | 4.64 | | 3.69 | | 0.89 | | 1.42 | 7.86 | |
| 31 | | 4.78 | | 3.96 | | 0.69 | | 1.36 | 7.48 | |
| 32 | | 4.31 | | 3.63 | | 1.36 | | 1.46 | 4.76 | |
| 33 | | 2.56 | | 2.74 | | 1.67 | | 1.53 | 1.11\* | |
| 34 | | 3.82 | | 3.26 | | 1.33 | | 1.33 | 4.12 | |
| 35 | 4.48 | | 3.36 | | 0.93 | | 1.31 | | | 9.73 | |
| 36 | | 4.58 | | 3.48 | | 0.89 | | 1.52 | 8.69 | |
| 37 | | 4.75 | | 3.68 | | 0.65 | | 1.41 | 9.54 | |
| 38 | | 4.12 | | 2.96 | | 1.06 | | 1.42 | 9.17 | |
| 39 | | 4.23 | | 3.07 | | 0.95 | | 1.39 | 9.54 | |
| 40 | | 4.23 | | 3.19 | | 1.12 | | 1.41 | 8.06 | |
| 41 | | 4.57 | | 3.99 | | 0.81 | | 1.24 | 5.42 | |
| 42 | | 4.48 | | 3.86 | | 1.02 | | 1.31 | 5.26 | |
| 43 | | 3.53 | | 2.96 | | 1.30 | | 1.35 | 4.17 | |
| 44 | | 3.61 | | 2.70 | | 1.28 | | 1.29 | 6.98 | |
| 45 | | 3.01 | | 2.87 | | 1.71 | | 1.38 | 0.85\* | |
| 46 | | 3.79 | | 3.25 | | 1.57 | | 1.42 | 3.59 | |
| 47 | | 1.96 | | 2.61 | | 1.37 | | 1.46 | 4.51 | |
| 48 | | 2.27 | | 2.73 | | 1.52 | | 1.38 | 3.15 | |
| 49 | | 3.75 | | 3.46 | | 1.44 | | 1.26 | 2.11\* | |
| 50 | | 2.96 | | 2.82 | | 1.54 | | 1.31 | 0.96\* | |
| 51 | | 4.15 | | 2.89 | | 1.25 | | 1.35 | 9.56 | |
| 52 | | 4.07 | | 3.06 | | 1.21 | | 1.40 | 7.56 | |
| 53 | | 4.48 | | 3.40 | | 0.94 | | 1.39 | 8.96 | |
| 54 | | 4.63 | | 3.74 | | 0.81 | | 1.29 | 8.16 | |
| 55 | | 4.72 | | 3.81 | | 0.64 | | 1.19 | 9.32 | |

\*Indicates the rejected items

The investigator selected statements with‘t’ value equal or greater than 2.58 for the inventory. Thus eight items were rejected. There were 47 items included in the final Perceived Successful Parenting Inventory. Component wise distribution of items for the final Inventory in which falls in the components is given in the table 2.

*Table 2*

***Component wise distribution of item in the Perceived Successful Parenting Inventory***

|  |  |
| --- | --- |
| Components | Item number |
| Celebrate the positive | 1,10,19,28,37,46 |
| Spend quality time with child and really listen | 2,11,20,29,38 |
| Use discipline | 3,12,21,30,39,47 |
| Expectation, Aspiration and Responsibility | 4,13,22,31,48,40 |
| Action speaks louder than words | 5,14,23,32,41,49,54 |
| expose to natural consequences | 6,15,24,42,50,33 |
| Unconditional support | 7,16,25,34,43,51 |
| Conducive home environment | 8,17,26,35,44,52 |
| Encourage spirituality | 9,18,27,36,45,53,55 |

**Finalization of the Inventory**

Items with critical ratio greater than 2.58, the tabled of’t’ 0.01 level of significance were selected for the final inventory. Thus it from the 55 items, 47 items were selected for the final inventroy, in which 29 items are positive and 26 items are negative. A copy of final version of the tool Perceived Successful Parenting inventory (Malayalam and English version) and response sheet are appended as appendices.

**Reliability**

Reliability of the Perceived Successful Parenting Inventory was established through the split half method and the reliability score is found to be **0.72**. A copy of the final version of the tool Perceived Successful Parenting Inventory (Malayalam and English version) and response sheet are appended.

**Validity**

The validity refers to degree to which the test measures what it intended to measure, when compared with accepted criteria. The validity for the present inventory was ensured using face validity. A test is set to have face validity when it appears to measure whatever the author had in mind, mainly what he has thought he was measuring (Garret, 1973). The items in the present inventory where phrased in the least ambiguous way and the meaning of all items was clearly defined. As another valid tool for measuring the same variable was not available the criterion validity for the present tool could not be found out.

**2. EMOTIONAL MATURITY**

This scale is prepared and standardized by Hameed and Thahira (2007) for assessing the relationship of Emotional Maturity and Social Adjustment of student teachers in Malappuram district. There were 60 items in the scale which were classified under the 6 heads. Responsibility, Honesty, Openness, Aseptiveness, Understanding and Detachment

**Scoring procedure**

This is a five point scale with the responses viz; strongly agree, agree, undecided, disagree and strongly disagree. Both positive and negative statements are included in the scale. The scores given are 5,4,3,2 and 1 respectively for the responses strongly agree, agree, undecided, disagree and strongly disagree. For negative statements the scoring is reversed.

**Reliability**

Reliability of the Emotional Maturity scale was established through the split half method and the reliability score is found to be **0.71.** A copy of the final version of the tool Emotional Maturity scale (Malayalam and English version) and response sheet are appended as appendices.

**Validity**

The validity refers to degree to which the test measures what it intended to measure, when compared with accepted criteria. The validity for the present inventory was ensured using face validity. A test is set to have face validity when it appears to measure whatever the author had in mind, mainly what he has thought he was measuring (Garret, 1973). The items in the present inventory where phrased in the least ambiguous way and the meaning of all items was clearly defined. As another valid tool for measuring the same variable was not available the criterion validity for the present tool could not be found out.

**SAMPLE SELECTED FOR THE STUDY**

Selection of the sample is an important aspect of any research due to the difficulty of conducting the study on total population, the investigator confined to the study to a sample of the population. A sample is a small proportion of a population selected for observation (Best and Kahn, 1995). For present study includes 720 Higher Secondary School Students which were selected from higher secondary school in Calicut , Wayanad and Malappuram District. The following points were considered for selection of sample for the study.

a) Gender

b) Locality

c) Type of Management

**a) Gender**

It is a well established fact that instructional efficiency depence on the gender of the subject. The cognitive abilities and other characteristics may be different in Boys and Girls. Hence the investigator included equal proportion of Boys and Girls.

**b) Locality**

It is noted that the location of the schools (rural/urban) influences the student’s performance to a considerable extent. The number of the higher secondary schools in rural areas are more than the number of higher secondary school in urban area is 2:1. Therefore the investigator decided to give due weight age to the locate of the school

**c) Type of management**

In Kerala, there are schools run by government, aided and unaided. The investigator included equal proportion of government, aided and unaided.

**DATA COLLECTION PROCEDURE AND CONSOLIDATION OF DATA**

**Administration of the Tools**

For the collection of data, the investigator personally contacted the heads of the institutions for obtaining permission for data collection. After getting the permission the investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed and collected back.

**Scoring and consolidation of data**

Incomplete and incorrect sheets were discarded and the response sheets were scored according to the scoring procedure. Response sheets complete in all aspects were selected for the final sample. The breakup of the final sample is given in table 3

*Table 3*

**Details of the final sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sub sample | Gender | | Locality | | Type  of Management | | |
| Total | Male | Female | Urban | Rural | Govt | Aided | Unaided |
| 360 | 360 | 237 | 483 | 240 | 240 | 240 |
|  | 720 | | 720 | | 720 | | |

**STATISTICAL TECHNIQUES USED FOR ANALYSIS**

Following statistical techniques where used for analyzing the data viz; preliminary analysis and major analysis

**Preliminary Analysis**

As the initial step of analysis, the important statistical constants like mean, median, standard deviation, skewness and kurtosis of the variables Perceived Successful Parenting and Emotional Maturity were computed for the total sample and the subsamples based on gender, locality and type of management.

**Major Analysis**

1. Test of significance of difference between means-‘t’ test

The statistical techniques the test of significance of difference between means for different categories is used to find out there exist any significant difference in Perceived Successful Parenting and Emotional Maturity between relevant subsamples viz gender, locality, type of management.

The test of significance of difference between means- 't' test



Where,

 = Mean of the first group.

= Mean of the Second group.

σ1 = Standard Deviation of the first group.

σ 2 = Standard Deviation of the second group.

N1 = Total Number of the first group.

N2 = Total Number of the second group.

If the obtained value is greater than the required value for significance, the mean difference is considered to be significant.

**2. One way ANOVA**

After preliminary analysis, the data where subjected to further treatment using ANOVA to find out whether there exists any significant difference in Perceived Successful Parenting of Higher Secondary School Students based on subsamples gender, locality and type of management and to find out the effect of Perceived Successful Parenting on Emotional Maturity.

**CHAPTER IV**

**ANALYSIS AND INTERPRETATION OF DATA**

* Preliminary Analysis
* Major analysis

**ANALYSIS AND INTERPRETATIONS**

The data collected was analyzed statistically and the results were presented and discussed in this chapter with reference to the objectives of the study "Analysis is a systematic process of selecting, categorizing, comparing, synthesising and interpreting to provide explanations of the single phenomenon of the interest" (Mc Millan and Schumacher 1998)

The analysis and discussion are presented under the following headings.viz; preliminary analysis and major analysis

**PRELIMINARY ANALYSIS**

The important statistical properties of the scores on the variables under study were analyzed as preliminary step. The mean ,median, mode, standard deviation, skewness and kurtosis were computed for the whole sample. The details of the statistics are presented in table 4.

The details of the preliminary analysis

*Table 4*

***Descriptive statistics of the variables Perceived Successful Parenting and Emotional Maturity of Higher Secondary School Students***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Si no | Variables | Mean | Median | Mode | Standard deviation | Skewness | Kurtosis |
| 1 | Perceived Successful Parenting | 175.25 | 177.00 | 173.00 | 18.29 | -0.51 | 0.21 |
| 2 | Emotional Maturity | 209.71 | 209.00 | 209.00 | 17.62 | 0.12 | 0.21 |

The table 4 reveals that the measures of central tendency viz; mean, median, mode of the variable Perceived Successful Parenting and that of Emotional Maturity of total sample are almost equal with slight variation only. From the table 4 it can be seen that mean, median, mode of the variable Perceived Successful Parenting for total sample are almost equal. Hence the variables Perceived Successful Parenting and Emotional Maturity can be considered as normally distributed among total sample. Mean, Median and Mode of Emotional Maturity for total samples are almost equal. The extent of skewness or index of asymmetry for the variable Perceived Successful Parenting is -0.51. This shows the distribution is negatively skewed. The measure of kurtosis is obtained as 0.21 which shows the curve is leptokurtic (ku < 0.263). The extent of skewness for the variable Emotional Maturity of total sample is 0.12. This shows the distribution is positively skewed. The value of kurtosis is obtained as 0.21 which shows the curve is leptokurtic (ku <0.263).

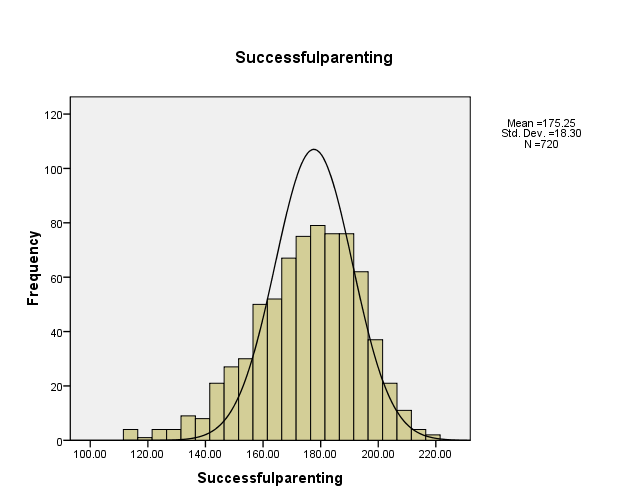
A graphical presentation of the distribution of the scores is also attempted to get a clear picture of the difference in Perceived Successful Parenting in

figure 3

Scale :

X axis 1 Division =20 Frequency

Y axis 1 Division = 20 Scores



Perceived Successful Parenting

**Figure 3**

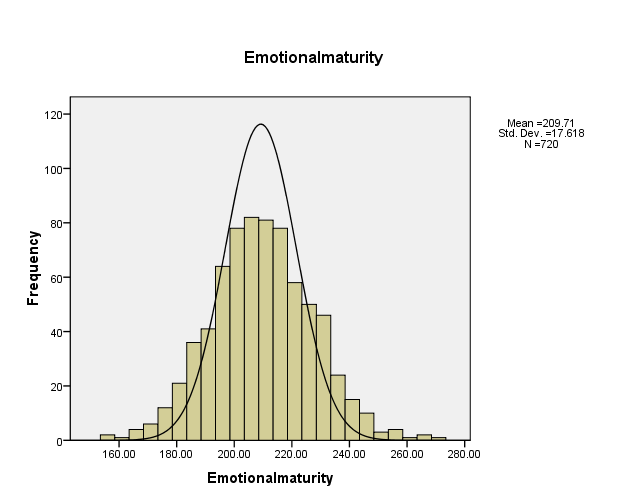
**Diagrammatic presentation of the variable Perceived Successful Parenting.**

A graphical Presentation of the distribution of the scores is also attempted to get a clear picture of the difference in Emotional Maturity in figure 4

Scale :

X axis 1 Division =20 Frequency

Y axis 1 Division = 20 Scores



**Figure 4**

**Diagrammatic Presentation of the variable Emotional Maturity**

**MAJOR ANALYSIS**

This part is concerned with identification of gender, locally and type of management in the variables Perceived Successful Parenting and Emotional Maturity. Further it explores the effect of Perceived Successful Parenting and Emotional Maturity.

**MEAN DIFFERENCE ANALYSIS**

This section explains gender difference and locality difference in both the variable Perceived Successful Parenting and Emotional Maturity.

1. To find out whether there is significant difference in Perceived Successful Parenting in the sub samples based on

a) Gender

b) Locality

c) Type of management

a) Comparison of the mean scores of Perceived Successful Parenting with respect of gender

To find out if there is any difference in Perceived Successful Parenting of Higher Secondary School Students with respect to gender. Test of significance of difference between mean was employed ' t' value obtained for the sub sample gender is presented in table 5.

*Table 5*

***Gender difference in Perceived Successful Parenting***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si No | Gender | N1 | M1 | S.D1 | t-value |
| 1 | Male | 360 | 175.27 | 18.93 | 0.18 |
| 2 | Female | 360 | 175.24 | 17.67 |  |

The table shows that ‘t' value obtained for the variable Perceived Successful Parenting with respect to gender is 0.18 which is less than 2.58, the required value of t for significance at 0.01 level. This suggests that there is no significant difference (at 0.01 level) between male and female students with respect to Perceived Successful Parenting.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in perceived successful parenting between male and female in figure 5

Mean score

**Figure 5**

**Diagrammatic presentation of the variable Perceived Successful Parenting of Male and Female students.**

b) Comparison of the mean score of Perceived Successful Parenting with respect to locality

To find out if there is any difference in Perceived Successful Parenting of Higher Secondary School Students with respect to locality. Test of significance of difference between mean was employed ' t' value obtained for the sub sample locality is presented in table 6.

*Table 6*

***Locale difference in Perceived Successful Parenting***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si no | locality | N1 | M1 | S.D1 | t-value |
| 1 | Rural | 483 | 176.85 | 18.49 | 3.365 |
| 2 | Urban | 237 | 172.00 | 17.49 |  |

\*Significant at 0.01 level

From table 6 the t-value obtained for Perceived Successful Parenting of rural and urban higher secondary student is 3.37. It is greater than the tabled value 2.58 at 0.01 level, this shows that there is significant difference between rural and urban Higher Secondary School Students in their Perceived Successful Parenting. Further from the table it is clear that high mean score is associated with rural students. It indicate that Perceived Successful Parenting is better in rural students.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Perceived Successful Parenting between Rural and Urban in figure 6.

Mean score

**Figure 6**

**Diagrammatic presentation of the variable Perceived Successful Parenting of Rural and Urban students.**

c) To find out whether there is any significant difference in Perceived Successful Parenting in the subsample based on type of management (govt/ aided/ unaided)

*Table 7*

***Government- Aided Difference in Perceived Successful Parenting***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si No | Type of management | N1 | M1 | S.D1 | t-value |
| 1 | Government | 235 | 175.02 | 17.11 | 1.29 |
| 2 | Aided | 283 | 177.12 | 19.52 |  |

The t- value is less than the tabled value mean difference in Perceived Successful Parenting between government and aided school student is not significant at 0.05 level.

The above table gives evidence that there is no significant difference in Perceived Successful Parenting between government and aided school students. Hence it can be concluded that students from government and aided are almost equal in case of their Perceived Successful Parenting.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Perceived Successful Parenting between Government and Aided students in figure 7

**Figure 7**

Mean score

Mean score

**Diagrammatic presentation of the variable Perceived Successful Parenting of Government and Aided students**

*Table 8*

***Aided- Unaided Difference in Perceived Successful Parenting***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. no | Type of management | N1 | M1 | S.D1 | t-value |
| 1 | Aided | 283 | 177.12 | 19.52 | 2.43 |
| 2 | Unaided | 202 | 172.92 | 17.66 |  |

\*significant at 0.05 level

The table 8 shows that the t- value obtained in the case of Perceived Successful Parenting between aided and unaided students are greater than the required tabled value at 0.05 level. Hence it can be concluded that there is significant difference in Perceived Successful Parenting between aided and unaided students. Further from the table it is clear that high mean score is associated with aided students. It indicate that Perceived Successful Parenting is better in aided school students.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Perceived Successful Parenting between Aided and Unaided students in figure 8

Mean score

**Figure 8**

**Diagrammatic presentation of the variable Perceived Parenting** **of Aided and Unaided students**

*Table 9.*

***Government- Unaided Difference in Perceived Successful Parenting.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si no | Type of management | N1 | M1 | S.D1 | t-value |
| 1 | Government | 235 | 175.02 | 17.11 | 1.26 |
| 2 | Unaided | 202 | 172.92 | 17.66 |  |

From table 9 it is revealed that the mean score of Perceived Successful Parenting obtained for government and unaided Higher Secondary School Students are 175.08 and 172.96 respectively. Here the standard deviation are 17.11 and 17.66 respectively. The calculated t value is 1.261 , which is less than the tabled ‘t’ value (1.96) at 0.05 level. Since the calculated t value is less than the tabled value, the mean difference in Perceived Successful Parenting between government and unaided Higher Secondary School Students is not significant at 0.05 level.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Perceived Successful Parenting between Government and Unaided students in figure 9

Mean score

**Figure 9**

**Diagrammatic presentation of the variable Perceived Successful Parenting of Government and Unaided students.**

II To find out whether there is significant difference in Emotional Maturity in the subsample based on

1. Gender
2. Locality
3. Type of Management

a) Comparison of the mean scores of Emotional Maturity with respect to gender.

To find out if there is any difference in Emotional Maturity of Higher Secondary School Students with respect to gender. Test of significance of difference between mean was employed ' t' value obtained for the sub sample gender is presented in table 10

*Table 10*

**Gender difference in Emotional Maturity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si no | Gender | N1 | M1 | S.D1 | t-value |
| 1 | Male | 360 | 207.90 | 17.39 | 2.77 |
| 2 | Female | 360 | 211.52 | 17.69 |  |

\*significant at 0.01 level

The table 10 shows that ' t' value obtained for the variable Emotional Maturity with respect to gender is 2.77 which is greater than 2.58, the required value of t for significance at 0.01 level. This suggests that there is significant difference (at 0.01 level) between male and female students with respect to Emotional Maturity. Further from the table it is clear that high mean score is associated with female students. It indicate that Emotional Maturity of female students is higher.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Emotional Maturity between Male and Female in figure 10.

**Figure 10**

Mean score

**Diagrammatic presentation of the variable Emotional Maturity of male and female students.**

b) Comparison of the mean score of Emotional Maturity with respect to locality.

To find out if there is any difference in Emotional Maturityof Higher Secondary School Students with respect to locality. Test of significance of difference between mean was employed ' t' value obtained for the sub sample locality is presented in table 11.

*Table 11*

***Locale Difference in Emotional Maturity***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si no | locality | N1 | M1 | S.D1 | t-value |
| 1 | Rural | 483 | 210.44 | 17.53 | 1.58 |
| 2 | Urban | 237 | 208.23 | 17.75 |  |

From table 11 the t-value obtained for Emotional Maturity of rural and urban higher secondary student is 1.58. It is less than the tabled value 2.58 at 0.01 level, this shows that there is no significant difference between rural and urban Higher Secondary School Students in their Emotional Maturity.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Emotional Maturity between Rural and Urban in figure 11.

Mean Score

**Figure 11**

**Diagrammatic presentation of the variable Emotional Maturity of Rural and Urban students.**

c) To find out whether there is any significant difference in Emotional Maturity in the subsample based on type of management (govt/ aided/ unaided)

*Table 12*

***Government- Aided Difference in Emotional Maturity***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si No | Type of management | N1 | M1 | S.D1 | t-value |
| 1 | Government | 231 | 208.09 | 17.99 | 2.46 |
| 2 | Aided | 246 | 212.19 | 18.53 |  |

\*significant at 0.05 level

From table 12 shows that the mean score of Emotional Maturity obtained for government and aided Higher Secondary School Students are 208.09 and 212.19 respectively. Here the standard deviation are 17.99 and 18.53 respectively. The calculated t value is 2.46, which is greater than the tabled ‘t’ value (1.96) at 0.05 level. Since the calculated t value is greater than the tabled value , the mean difference Emotional Maturity between government and aided Higher Secondary School Students is statistically significant at 0.05 level. Hence it can be concluded aided Higher Secondary School Students feel higher Emotional Maturity than government Higher Secondary School Students.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Emotional Maturity between Government and Aided students in figure 12

Mean score

**Figure 12**

**Diagrammatic presentation of the variable Emotional Maturity of Government and Aided students.**

*Table 13*

***Aided-Unaided Difference in Emotional Maturity***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si no | Type of management | N1 | M1 | S.D1 | t-value |
| 1 | Aided | 246 | 212.19 | 18.54 | 2.21 |
| 2 | Unaided | 243 | 208.74 | 16.04 |  |

\*significant at 0.05 level

From table 13 shows that the mean score of Emotional Maturity obtained for aided and unaided Higher Secondary School Students are 212.19 and 208.74respectively. Here the standard deviation are 18.54 and 16.04 respectively. The calculated t value is 2.21, which is greater than the tabled ‘t’ value (1.96) at 0.05 level. Since the calculated t value is greater than the tabled value , the mean difference Emotional Maturity between aided and unaided Higher Secondary School Students is found statistically significant at 0.05 level. Hence it can be concluded aided Higher Secondary School Students feel higher Emotional Maturity than unaided Higher Secondary School Students.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Emotional Maturity between Aided and Unaided students in figure 13.

Mean score

Mean score

**Figure 13**

**Diagrammatic presentation of the variable Emotional Maturity of Aided and Unaided students.**

*Table 14*

***Government- Unaided Difference in Emotional Maturity***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Si no | Type of management | N1 | M1 | S.D1 | t-value |
| 1 | Government | 231 | 208.09 | 17.99 | 0.41 |
| 2 | Unaided | 243 | 208.73 | 16.04 |  |

From table 14 shows that the mean score of Emotional Maturity obtained for government and unaided Higher Secondary School Students are 208.09 and 208.73 respectively. Here the standard deviation are 17.99and 16.04 respectively. The calculated t value is 0.41, which is less than the tabled ‘t’ value (1.96) at 0.05 level. Since the calculated t value is less than the tabled value , it can be inferred that there is no significant difference in Emotional Maturity between government and unaided Higher Secondary School Students at 0.05 level of significance. Hence it can be concluded that both in the government and unaided Higher Secondary School Students feel almost the same level Emotional Maturity.

A graphical presentation of the distribution of scores is also attempted to get a clear picture of the difference in Emotional Maturity between Government and Unaided in figure 14.

Mean score

**Figure 14**

**Diagrammatic presentation of the variable Emotional Maturity of Government and Unaided students.**

III To find out whether there is any effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students.

**One Way ANOVA**

The investigator used the technique of one way ANOVA to find out whether there is any effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students

The details of ANOVA are given as table 15

*Table 15*

***Main effect of Perceived Successful Parenting on Emotional Maturity***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variance | Sum of squares | Degrees of freedom | Mean squares | F |
| Between groups | 759.64 | 2 | 379.82 | 1.22 |
| With in groups | 222407.85 | 717 | 310.19 |
| Total | 223167.49 | 719 |  |

From the table 15 it can be found that the f- value obtained for main effect of Perceived Successful Parenting on Emotional Maturity is 1.224. This value is less than 3.01 the table value of ‘f’ for (2,717) degree of freedom at 0.05 level of significance. Hence it can be concluded that the main effect of Perceived Successful Parenting on Emotional Maturity is not significant at 0.05 level.

**CHAPTER V**

**SUMMARY of PROCEDURE, FINDINGS AND SUGGESTIONS**

* Study in Retrospect
* Variables
* Objectives
* Hypotheses
* Methodology
* Major Findings
* Tenability of Hypotheses
* Educational Implications
* Suggestion for Further Research

**SUMMARY OF PROCEDURE, FINDINGS AND SUGGESIONS**

This chapter provides an overview of the significant aspect of the study viz; study in retrospect, major findings of the study, educational implications and suggestions for further research in this area.

**STUDY IN RETROSPECT**

The present study was entitled as “Effect of perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students”.

**VARIABLES**

Variables used in this study are Perceived Successful Parenting and Emotional Maturity.

**OBJECTIVES**

1) To find out whether there is significant difference in Perceived Successful Parenting of Higher Secondary School Students between relevant sub samples based on

a) Gender

b) Locality

c) Type of management

1. To find out whether there is significant difference in Emotional Maturity of Higher Secondary School Students between relevant subsamples based on
2. Gender
3. Locality
4. Type of management
5. To find out the effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students.

**HYPOTHESES**

The hypotheses formulated for the present study are the following

1. There will be a significant difference in Perceived Successful Parenting of the pupils in the subsamples based on
2. Gender

b) Locality

c) Type of management

1. There will be significant difference in Emotional Maturity of the pupils in the subsamples based on
2. Gender
3. Locality
4. Type of management
5. There will be significant effect of Perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students

**METHODOLOGY**

**Sample**

The study was conducted on a sample of 720 students of standard XI and XII. Sample selection was done by stratified sampling technique giving due representation to factor like gender, locality and type of management.

**Tool used**

1. Perceived Successful Parenting Inventory
2. Emotional Maturity Scale

**Statistical technique used**

1. Preliminary statistics like mean, median, mode, standard deviation, skewness and kurtosis.
2. Test of significance of difference between means for large independent sample.
3. One way ANOVA

**MAJOR FINDINGS**

1. In order to find out whether there exist significant difference in perceived Successful Parenting of Higher Secondary School Students between relevant subsample based on gender, locality, type of management, critical ratios are calculated and the result obtained are
2. Boys and girls do not differ significantly in perceived Successful Parenting (t=0.18).
3. Rural and urban differ significantly in perceived Successful Parenting (t=3.37)
4. Government and aided students do not differ significantly in Perceived Successful Parenting (t=1.29).
5. Aided and unaided students differ significantly in perceived Successful Parenting (t=2.43)
6. Government and unaided student do not differ significantly in perceived Successful Parenting (t=1.26)
7. In order to find out whether there is exist significant difference in Emotional Maturity of Higher Secondary School Students between relevant sub sample based on gender , locality, type of management, critical ratios are calculated and the result obtained are
8. There is significant difference between boys and girls(t=2.77)
9. Rural and urban do not differ significantly in Emotional Maturity (t=1.58)
10. Government and aided students differ significantly in Emotional Maturity (t=2.46)
11. Aided and unaided students differ significantly in Emotional Maturity (t=2.21)
12. Government and unaided students differ significantly in Emotional Maturity (0.41)
13. In order to find out effect of perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students , critical ratios are calculated and the results obtained are
14. The effect of perceived Successful Parenting on Emotional Maturity is not significant(f=1.224, p>0.05 for (2, 717)degrees of freedom)

A summary of t-value is given in the following table 16

*Table 16*

***Summary of t- value yielded significant difference***

|  |  |  |
| --- | --- | --- |
| Variable | t-value | Level of significance |
| Successful Parenting | 3.37  2.43 | 0.01  0.05 |
| Emotional Maturity | 2.77  2.46  2.21 | 0.01  0.05  0.05 |

**TENABILITY OF HYPOTHESES**

1. The first hypotheses states that there will be a significance difference in perceived Successful Parenting of Higher Secondary School Students between relevant sub samples based on gender, locality and type of management. The t- value obtained for the difference of perceived Successful Parenting between rural and urban, aided and unaided students shows significant difference. But no significant difference between boys and girls, government and aided and between government and unaided students. Hence the hypotheses partially accepted.
2. Hypotheses two states that there will be a significant difference in Emotional Maturity of Higher Secondary School Students between relevant sub samples based on gender, locality and type of management. The t- value obtained for Emotional Maturity between male and female, government and aided students and between aided and unaided students shows significant difference. But no significant difference between urban and rural and between government and unaided students. Hence the hypotheses partially accepted.
3. The third hypotheses there will be significant effect of perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students. From the study it is clear that there is no significant effect in perceived Successful Parenting on Emotional Maturity of Higher Secondary School Students. Hence the third hypotheses is rejected.

**CONCLUSION**

Major findings of the study helped the investigator to arrive at the following conclusion.

1. Since significance difference between perceived Successful Parenting were found in the case of rural and urban, aided and unaided students. The mean score of rural students is greater than urban students and aided school students mean score is greater than unaided students. This made the investigator to conclude that locality and type of management like aided and unaided plays an important in the case of perceived Successful Parenting of Higher Secondary School Students.
2. Since significant difference between Emotional Maturity were found in the case of male and female, government and aided students and between aided and unaided students. The mean score of female students is greater than male students and aided students mean score is greater than government school students and aided school students mean score is greater than the unaided students. It can be concluded that gender and gender and type of management like government and aided and aided and unaided students plays an important in the case of Emotional Maturity of Higher Secondary School Students.
3. There is no significant effect of perceived Successful Parenting on Emotional Maturity.

**EDUCATIONAL IMPLICATIONS**

Major finding show that the locale and type of management is a factor that determine successful parenting. Parents of rural students exhibit higher level of successful parenting. The parents belong to urban, aided and unaided school students need better parenting.

**Rearrange Home Climate**

Providing a happy home democratic environment, encouraging the child to follow a fixed time table for studying, planning of family activities, assignment of responsibilities in the family are all essential components of structuring a conductive home environment. Participate adolescent student in decision making and value their opinion.

**Encourage Healthy Behaviour**

Make the student to effectively adjust with himself, peers, family, society and culture. Parents should create a conducive environment for developing a positive perceived successful parenting. Peer learning and co-operative learning helps to develop Emotional Maturity among students. Democratic environment should be provided in school and home, can develop successful parenting and Emotional Maturity. Parents should respect the individuality of children and at the same time set limits on standards for their behavior

**Parents Should Set the Role Model**

Parents should be role model to children as they greatly influence the children. Children follow habits, customs and traditions of their life. So parents has to exhibit ideal behavior and desirable actions.

**Avoid Over Expectation**

Parents should avoid over expectation about their children abilities. . Parents should express affection and provide support to the child in its everyday stress but this shouldn't go to the esteems of becoming overprotective and refusing to see the faults of our children. Parents should have and show real interest in the child's future,set reasonably high standards for the child to attain and encourage it to work hard to achieve those standards. Parents should bear in mind that all children are not endowed with the same abilites. Parents should realize the individual difference.

**Redefine Discipline**

Parents who interact with children in a rigid and un democractive and harsh manner expect rules to be followed without further explanation, discourage verbal give and take with their children and use coercive or punitive methods of discipline. Using non punitive methods of discipline when rules are violated, reinforcing socially responsible and mature behavior, democratic decision making, encouraging two way communication.

**Hold Family Meetings**

Many families do not find meeting time for everyone in the family to bring issues to the table and discuss them. To promote desirable behavior in children occasional family meeting is essential. This can help a child feel powerful and valuable. . Family communication is both a pillar and an index of family health that surface in the strom and stress of children.

**Democratic School Climate**

School has to organize programs in collaboration with parents. Similarly appreciate the contribution and performance of students in presence of their parents. Different type of group programs can be conducted to inculcate Emotional Maturity. Special guidance programs o the topic ‘parenting’ is to be organized for parents. Parents should give their first preference to their children rather than mere economic gains. Parents should create an environment in which children can express their feeling and share their emotions with them.

**SUGGESTIONS FOR FURTHER RESEARCH**

Review of related studies and findings of the present study lead the investigator to suggest the following suggestions for further research

* The co- relational study between perceived Successful Parenting and Emotional Maturity in student teachers and those in other professional courses can be conducted.
* Comprehensive study can be conducted on perceived Successful Parenting and Emotional Maturity separately.
* Experimental studies can be conducted to find out ways for enhancing Emotional Maturity of students.
* Perceived Successful Parenting of graduate or post graduate students can be conducted.
* The present study can be extended to other districts.
* The study can be repeated in physical disabled students.
* The same study can be extended to central schools, I.C.S.E students.

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**APPENDICES**

**APPENDIX I**

**FAROOK TRAINING COLLEGE**

**SUCCESSFUL PARENTING INVENTORY (DRAFT)**

Dr. Hassan Koya. M P Reshma Mohan. K.M

Assistant Professor M.Ed Student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

\n§sf kw\_-Ôn-¡p¶ Nne {]kvXm-h-\-I-fmWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm {]kvXm-h-\bv¡pw "FÃm-bvt¸mgpw', "an¡-t¸mgpw', "Nne-t¸mÄ', "A]qÀÆ-ambn', "Hcn-¡-ep-anÃ' F¶n-§s\ A©v {]Xn-I-c-W-§Ä D¯-c-I-S-em-ÊnÂ Hmtcm {]kvXm-h-\-bp-sSbpw \¼-dn\p t\sc tcJ-s¸-Sp-¯n-bn-cn-¡p-¶p. Hmtcm {]kvXm-h-\-bv¡papÅ \n§-fpsS {]Xn-I-cWw icn (✔ ) NnÓw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. FÃm tNmZy-§Ä¡pw D¯-c-sa-gp-Xm³ {]tXyIw {i²n-¡p-I. \n§-fpsS {]Xn-I-c-W-§Ä Kth-jW Bh-iy-¯n\p am{Xw D]-tbm-Kn-¡p-¶-Xm-Wv.

1. dqw hr¯nbmbn kq£n-¡p-¶-XnÂ c£n-Xm-¡Ä A`n-\-µn-¡m-dp-­v.
2. Fs´-¦nepw {]bmkw A\p-`-h-s¸-Sp-t¼mÄ AXv ]cn-K-Wn-¡msX amXmhv/]nXmhv ]Tn-¡m³ \nÀ\_-Ôn-¡m-dp-­v.
3. sXämb kz`m-h-§sf amXm-]n-Xm-¡Ä \Ã coXn-bnÂ ]dªv a\-Ên-em¡n Xcm-dp-­v.
4. Fsâ Ign-hp-Isf-¡p-dn-¨pÅ IrXy-amb [mcW amXm-]n-Xm-¡Ä¡v CÃ.
5. Fsâ ho«nÂ amXm-]n-Xm-¡Ä t\cs¯ Fgp-t¶Â¡p-¶Xv I­v Rm\pw t\cs¯ Fgp-t¶Â¡m-dp-­v.
6. tlmw hÀ¡v sN¿m-¯-Xn\v A[ym-]-IÀ in£ \ÂIn-bmÂ amXm-]n-Xm-¡Ä tNmZyw sN¿m-dp-­v.
7. hnj-an-¸n-¡p¶ Imcy-§Ä Hcp adbpw IqSmsX amXm-]n-Xm-¡-tfmSv Xpd¶v ]d-bm-\pÅ kzmX{´yw \ÂIn-bn-«p-­v.
8. Fsâ ho«nÂ \nÂ¡p-¶-Xn-t\-¡mÄ XmÂ]cyw kplr-¯nsâ ho«nÂ t]mIp-¶-Xm-Wv.
9. amXm-]n-Xm-¡Ä A`n-{]m-b-§Ä ]c-kv]cw AwKo-I-cn-¡m-dp-­v.
10. GsX-¦nepw hnj-b-¯n\v am{Xw amÀ¡v Ipd-ªmÂ cq£-ambn Nq­n-¡m-Wn-¡m-dp-­v.
11. Fsâ Gähpw ASp¯ kplr¯v Fsâ amXmhv/]nXmhv BWv.
12. sXämb Imcy-§Ä sNbvXmÂ amXm-]n-Xm-¡Ä Ipä-s¸-Sp-¯m-dp-­v.
13. Rm³ Bcmbn Xoc-W-sa¶v Xocp-am-\n-¡p-¶Xv Fsâ amXmhv/]nXmhv BWv.
14. amXm-]n-Xm-¡Ä Ifhv ]d-b-cpXv F¶v ]d-bp-sa-¦nepw Ifhv ]d-bm-dp-­v.
15. s]mXp Øe¯v kwkm-cn-¡p-t¼mÄ am\y-ambncn¡-W-sa¶v amXm-]n-Xm-¡Ä¡v \nÀ\_-Ô-ap-­v.
16. ]co-£-bnÂ bmZr-Ýn-I-ambn amÀ¡v Ipd-ªmÂ amXm-]n-Xm-¡Ä Ipä-s¸-Sp-¯m-dp-­v.
17. ho«nÂ FÃm-hcpw ]c-kv]c kw`m-j-W-¯nÂ GÀs¸-Sm³ kabw Is­-¯m-dp-­v.
18. amXm-]n-Xm-¡Ä AÔ-hn-izm-k-¯nÂ ]n´p-S-cp-¶-Xn-\mÂ {]iv\-]-cn-lm-c-¯n-\mbn Rm\pw AÔ-hn-izm-ks¯ B{i-bn-¡m-dp­v.
19. kv¡qfnse {Kq¸v {]hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-¶Xn\mÂ amXm-]n-Xm-¡Ä A`n-\-µn-¡m-dp-­v.
20. Iem-Im-bnI cwK-§-fnÂ Fsâ {]I-S-\-§Ä ImWm³ amXm-]n-Xm-¡Ä hnap-JX {]I-Sn-¸n-¡m-dp-­v.
21. IqSp-XÂ kabw Iw]yq-«À Kbnwkv Ifn-¡p-¶Xv sXäm-sW¶v amXm-]n-Xm-¡Ä Nq­n-¡m-«m-dp-­v.
22. kvt\ln-X-·msc Nq­n-¡m«n Ah-cpsS ]T-\-\n-e-hm-c-¯n-se-¯m³ amXm-]n-Xm-¡Ä D]-tZ-in-¡m-dp-­v.
23. c£n-Xm-¡Ä ]mh-§sf klm-bn-¡p-¶Xv ImWp-t¼mÄ F\n¡pw A§s\ sN¿m³ tXm¶m-dp-­v.
24. ]co-£bv¡v t]mIp-t¼mÄ lmÄSn-¡äv FSpt¯m F¶v amXm-]n-Xm-¡Ä {i²n-¡m-dp-­v.
25. kplr-¯p-¡-fp-ambn hg-¡n-«mÂ H¯p XoÀ¸m-¡m-\pÅ amÀ¤w ho«p-ImÀ Is­-¯m-dp-­v.
26. Fsâ ho«nÂ ]e-t¸mgpw Rm³ GIm-´X A\p-`-hn-¡m-dp-­v.
27. ap¯-Ñ-t\bpw ap¯-Èn-tbbpw amXm-]n-Xm-¡Ä \Ã coXn-bnÂ ip{iq-jn-¡m-dp-­v.
28. ]mtTy-Xc {]hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-t¼mÄ amXm-]n-Xm-¡Ä ssha-\kyw {]I-Sn-¸n-¡m-dp-­v.
29. kv¡qfnÂ Fs´-¦nepw sXäv sNbvX-Xn\v So¨À in£n-¨Xv ho«nÂ ]d-bm-dp-­v.
30. sshIn ho«nÂ h¶mÂ ImcWw At\z-jn-¡msX amXm-]n-Xm-¡Ä in£n-¡m-dp-­v.
31. tImgvkp-IÄ sXc-sª-Sp-¡p-t¼mÄ Fsâ A`n-{]mbw amXm-]n-Xm-¡Ä At\z-jn-¡m-dp-­v.
32. D¯-c-hm-Zn-Xz-t¯msS amXm-]n-Xm-¡Ä Imcy-§Ä sN¿m-dn-Ã.
33. ag \\ªv ho«nÂ h¶mÂ AXn\v IqSp-XÂ {]m[m\yw amXm-]n-Xm-¡Ä \ÂIm-dn-Ã.
34. sNdnb sXäp-IÄ sNbvXmÂ amXmhv/]nXmhv in£ \ÂIm-dp-­v.
35. ho«nÂ Xocp-am-\-§Ä FSp-¡p-t¼mÄ FÃm-h-cp-tSbpw A`n-{]mbw ]cn-K-Wn-¡m-dp-­v.
36. `n£¡m-tcmSv amXm-]n-Xm-¡Ä bmsXmcp Zbbpw ASp-¸hpw ImWn-¡m-dn-Ã.
37. \Ã kplr-¯p-¡sf cq]o-I-cn-¡p-¶-XnÂ c£n-Xm-¡Ä t{]mÕml\w \ÂIm-dp-­v.
38. kplr-¯nsâ hnPbw Fsâ hnPbw F¶Xp t]mse amXm-]n-Xm-¡Ä t{]mÕm-ln-¸n-¡m-dp-­v.
39. ]pI-h-en, aZy-]m\w F¶nh Btcm-Ky-¯n\v lm\n-I-c-am-sW-¶-Xn-s\-¡p-dn-¨pÅ NÀ¨ ho«nÂ \S-¯m-dp-­v.
40. amXm-]n-Xm-¡-fpsS Xocp-am-\-§Ä Fsâ ]cn-[n¡v A¸p-d-am-sW¶v tXm¶m-dp-­v.
41. hnZym-`ym-k-¯nsâ al-Xz-s¯-¡p-dn¨v ho«nÂ kwkm-cn-¡p-t¼mÄ D¶-X-§-fnÂ F¯m³ tXm¶m-dp-­v.
42. ]co-£m-Zn-hkw t\cs¯ t]mhm³ ]e-X-hW HmÀ½n-¸n-¡m-dp-­v.
43. apXnÀ¶-hÀ kwkm-cn-¡p-¶-Xn-\n-S-bnÂ Rm³ A`n-{]mbw ]d-ªmÂ AXv kzoI-cn-¡m³ aSnImWn-¡m-dp-­v.
44. amXm-]n-Xm-¡-fp-sam¯v hnt\m-Z-bm-{X-IÄ \S-¯m-dp-­v.
45. ho«nÂ FÃm-hcpw Hcp-an¨v {]mÀ°-\bv¡v kabw Is­-¯m³ hnap-JX {]I-Sn-¸n-¡m-dp-­v.
46. apXnÀ¶-h-tcmSv A¨-S-¡-t¯msS s]cp-am-dp-t¼mÄ A`n-\-µn-¡m-dp-­v.
47. ]{Xw A¶¶v Xs¶ hmbn-¡p¶ ioew amXm-]n-Xm-¡Ä D]-tZ-in-¡m-dp-­v.
48. Fsâ Ign-hp-IÄ A\p-k-cn¨v ]pXnb taJ-e-IÄ sXc-sª-Sp-¡m³ amXm-]n-Xm-¡Ä {i²n-¡m-dp-­v.
49. Fsâ amXm-]n-Xm-¡Ä X½nÂ Ft¸mgpw hg-¡n-Sm-dp-­v.
50. Fsâ Imcy-§Ä \nc-´cw kvIqfnÂ hnfn¨v At\z-jn-¡m-dp-­v.
51. kvt\ln-X-cp-ambn Xmc-Xayw sNbvXv Ft¸mgpw Ipä-s¸-Sp-¯m-dp-­v.
52. ]T-\-Im-cy-¯n-se¶ t]mse Iem-Im-bnI cwK¯pw tim`n-¡-W-sa¶v A`n-{]m-b-¡m-cmWv amXm-]n-Xm-¡Ä.
53. FÃm aX-¯nepw \Ã hi-§Ä Ds­¶v amXm-]n-Xm-¡Ä ]d-bm-dp-­v.
54. ho«nse D¯-c-hm-Zn-Xz-¯nÂ amXm-]n-Xm-¡Ä hogv¨ hcp-¯m-dp-­v.

55. aäp-Å-hsc klm-bn-¡p-¶-XnÂ amXm-]n-Xm-¡Ä {]tXyIw {i²n-¡m-dp­v.

APPENDIX II

**FAROOK TRAINING COLLEGE**

**PERCEIVED SUCCESSFUL PARENTING INVENTORY (DRAFT)**

Dr Hassan Koya M.P Reshma mohan K.M

Assistant professor M.Ed student

Farook Training College Farook Training College

**INSTRUCTIONS**

Statements which are related to you are given below. For each statements there are five responses like ‘Always’, ‘Often’, ‘Sometimes’, ‘Rarely’ and ‘ Never’. You have to indicate it in the answer sheet according to the number of the statements. You have to ( 🗸) mark your response. There should be only one response for the statement. Your responses will be used exclusively for research purpose.

1. Parents compliment for keeping the room neat.
2. When difficulties arise, in spite of them, father or mother compels us to study.
3. Parents make us understand wrong habits explaining them in a good manner.
4. My parents do not have a clear understanding my abilities.
5. I get up early by following the example of my parents.
6. When teachers punishing for not doing home work parents question them.
7. I am given absolute freedom by my parents to reveal the problems that worry me without any inhibition.
8. I like to go to my friends home rather than staying at my home.
9. My parents mutually respect each other opinion.
10. When I get low mark in any of the subjects my parents find fault with me in harsh language.
11. My most intimate friend is my father/ mother.
12. My parents find fault with me when I do wrong.
13. My father /mother decide who I should become.
14. My parents tell lies even though the advise not tell lies.
15. Parents insist on talking decently in public places.
16. When I get low marks by chance in any examination parent find fault with me.
17. All the members of the house find time for mutual conversation.
18. Since my parents are superstitious I also rely on superstition to solve problems.
19. My parents congratulate me on my participation in group activities in school.
20. My parents show reluctance to see my performances in arts and sports.
21. Parents tell me that it’s wrong to play grand on the computer all the time.
22. Parents advice me to improve my academic performance citing the example of my friends.
23. When I see my parents helping the poor I also wish to do the same.
24. Parents keep an eye on whether I took my hall ticket when I go for the examination.
25. When I quarrel with my friends my parents find the way out to settle the disputes.
26. In my house I experience loneliness very often.
27. My parents nurse my grandfather and grandmother very well.
28. Parents show reluctance when I take part in extra curricular activities.
29. When I get punished by teacher I report to the matter at home.
30. My parents punish me with out asking me to explain why I reached home late.
31. My parents ask my opinion in the matter of selection course of study.
32. My parents do not do things in a responsible manner.
33. When I come home dranched in rain parents do not give much importance to that.
34. My father / mother punish me for miner mistakes.
35. When decisions are taken at home the opinion of everyone is considered.
36. My parents do not show any compassion or intimacy to begger.
37. My parents encourage me to form friendship with good people.
38. My parents compliment the success of my friends just like my own success.
39. Discussion takes place at home on the evils of smoking and drinking.
40. Sometimes I feel that the decisions of my parents are beyond my hours.
41. When people at home talk about the greatness of education I get the inspiration to reach great height.
42. I am repeatedly reminded to go early on days of examination.
43. My opinion is not usually accepted when I suggest when elders discuss a matter.
44. Very often I go for picnic with my friends.
45. All at home do not find time for group prayers.
46. I get compliments when I treat the elders with respect.
47. My parents advice me to develop the habit of reading the days newspaper.
48. My parents take great care to choose new areas in accordance with my abilities.
49. My parents regularly quarrel with each other.
50. My parents always enquire about my progress at school.
51. My parents find fault with me comparing with my friends.
52. My parents are eager to see me shine in sports and games as in my studies.
53. My parents often tell me that there are good aspect in all religions.
54. My parents fail in their responsibilities at home.
55. My parents are keen on helping others.

**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**SUCCESSFUL PARENTING INVENTORY (FINAL)**

Dr. Hassan Koya. M P Reshma Mohan. K.M

Assistant Professor M.Ed Student

Farook Training College Farook Training College

**\nÀt±-i-§Ä**

\n§sf kw\_-Ôn-¡p¶ Nne {]kvXm-h-\-I-fmWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm {]kvXm-h-\bv¡pw "FÃm-bvt¸mgpw', "an¡-t¸mgpw', "Nne-t¸mÄ', "A]qÀÆ-ambn', "Hcn-¡-ep-anÃ' F¶n-§s\ A©v {]Xn-I-c-W-§Ä D¯-c-I-S-em-ÊnÂ Hmtcm {]kvXm-h-\-bp-sSbpw \¼-dn\p t\sc tcJ-s¸-Sp-¯n-bn-cn-¡p-¶p. Hmtcm {]kvXm-h-\-bv¡papÅ \n§-fpsS {]Xn-I-cWw icn (✔ ) NnÓw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. FÃm tNmZy-§Ä¡pw D¯-c-sa-gp-Xm³ {]tXyIw {i²n-¡p-I. \n§-fpsS {]Xn-I-c-W-§Ä Kth-jW Bh-iy-¯n\p am{Xw D]-tbm-Kn-¡p-¶-Xm-Wv.

1. dqw hr¯nbmbn kq£n-¡p-¶-XnÂ c£n-Xm-¡Ä A`n-\-µn-¡m-dp-­v.
2. Fs´-¦nepw {]bmkw A\p-`-h-s¸-Sp-t¼mÄ AXv ]cn-K-Wn-¡msX amXmhv/]nXmhv ]Tn-¡m³ \nÀ\_-Ôn-¡m-dp-­v.
3. sXämb kz`m-h-§sf amXm-]n-Xm-¡Ä \Ã coXn-bnÂ ]dªv a\-Ên-em¡n Xcm-dp-­v.
4. Fsâ Ign-hp-Isf-¡p-dn-¨pÅ IrXy-amb [mcW amXm-]n-Xm-¡Ä¡v CÃ.
5. Fsâ ho«nÂ amXm-]n-Xm-¡Ä t\cs¯ Fgp-t¶Â¡p-¶Xv I­v Rm\pw t\cs¯ Fgp-t¶Â¡m-dp-­v.
6. hnj-an-¸n-¡p¶ Imcy-§Ä Hcp adbpw IqSmsX amXm-]n-Xm-¡-tfmSv Xpd¶v ]d-bm-\pÅ kzmX{´yw \ÂIn-bn-«p-­v.
7. Fsâ ho«nÂ \nÂ¡p-¶-Xn-t\-¡mÄ XmÂ]cyw kplr-¯nsâ ho«nÂ t]mIp-¶-Xm-Wv.
8. amXm-]n-Xm-¡Ä A`n-{]m-b-§Ä ]c-kv]cw AwKo-I-cn-¡m-dp-­v.
9. GsX-¦nepw hnj-b-¯n\v am{Xw amÀ¡v Ipd-ªmÂ cq£-ambn Nq­n-¡m-Wn-¡m-dp-­v.
10. Fsâ Gähpw ASp¯ kplr¯v Fsâ amXmhv/]nXmhv BWv.
11. sXämb Imcy-§Ä sNbvXmÂ amXm-]n-Xm-¡Ä Ipä-s¸-Sp-¯m-dp-­v.
12. amXm-]n-Xm-¡Ä Ifhv ]d-b-cpXv F¶v ]d-bp-sa-¦nepw Ifhv ]d-bm-dp-­v.
13. s]mXp Øe¯v kwkm-cn-¡p-t¼mÄ am\y-ambncn¡-W-sa¶v amXm-]n-Xm-¡Ä¡v \nÀ\_-Ô-ap-­v.
14. ]co-£-bnÂ bmZr-Ýn-I-ambn amÀ¡v Ipd-ªmÂ amXm-]n-Xm-¡Ä Ipä-s¸-Sp-¯m-dp-­v.
15. ho«nÂ FÃm-hcpw ]c-kv]c kw`m-j-W-¯nÂ GÀs¸-Sm³ kabw Is­-¯m-dp-­v.
16. amXm-]n-Xm-¡Ä AÔ-hn-izm-k-¯nÂ ]n´p-S-cp-¶-Xn-\mÂ {]iv\-]-cn-lm-c-¯n-\mbn Rm\pw AÔ-hn-izm-ks¯ B{i-bn-¡m-dp­v.
17. kv¡qfnse {Kq¸v {]hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-¶Xn\mÂ amXm-]n-Xm-¡Ä A`n-\-µn-¡m-dp-­v.
18. Iem-Im-bnI cwK-§-fnÂ Fsâ {]I-S-\-§Ä ImWm³ amXm-]n-Xm-¡Ä hnap-JX {]I-Sn-¸n-¡m-dp-­v.
19. IqSp-XÂ kabw Iw]yq-«À Kbnwkv Ifn-¡p-¶Xv sXäm-sW¶v amXm-]n-Xm-¡Ä Nq­n-¡m-«m-dp-­v.
20. kvt\ln-X-·msc Nq­n-¡m«n Ah-cpsS ]T-\-\n-e-hm-c-¯n-se-¯m³ amXm-]n-Xm-¡Ä D]-tZ-in-¡m-dp-­v.
21. kplr-¯p-¡-fp-ambn hg-¡n-«mÂ H¯p XoÀ¸m-¡m-\pÅ amÀ¤w ho«p-ImÀ Is­-¯m-dp-­v.
22. Fsâ ho«nÂ ]e-t¸mgpw Rm³ GIm-´X A\p-`-hn-¡m-dp-­v.
23. ap¯-Ñ-t\bpw ap¯-Èn-tbbpw amXm-]n-Xm-¡Ä \Ã coXn-bnÂ ip{iq-jn-¡m-dp-­v.
24. ]mtTy-Xc {]hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-t¼mÄ amXm-]n-Xm-¡Ä ssha-\kyw {]I-Sn-¸n-¡m-dp-­v.
25. kv¡qfnÂ Fs´-¦nepw sXäv sNbvX-Xn\v So¨À in£n-¨Xv ho«nÂ ]d-bm-dp-­v.
26. sshIn ho«nÂ h¶mÂ ImcWw At\z-jn-¡msX amXm-]n-Xm-¡Ä in£n-¡m-dp-­v.
27. tImgvkp-IÄ sXc-sª-Sp-¡p-t¼mÄ Fsâ A`n-{]mbw amXm-]n-Xm-¡Ä At\z-jn-¡m-dp-­v.
28. D¯-c-hm-Zn-Xz-t¯msS amXm-]n-Xm-¡Ä Imcy-§Ä sN¿m-dn-Ã.
29. sNdnb sXäp-IÄ sNbvXmÂ amXmhv/]nXmhv in£ \ÂIm-dp-­v.
30. ho«nÂ Xocp-am-\-§Ä FSp-¡p-t¼mÄ FÃm-h-cp-tSbpw A`n-{]mbw ]cn-K-Wn-¡m-dp-­v.
31. `n£¡m-tcmSv amXm-]n-Xm-¡Ä bmsXmcp Zbbpw ASp-¸hpw ImWn-¡m-dn-Ã.
32. \Ã kplr-¯p-¡sf cq]o-I-cn-¡p-¶-XnÂ c£n-Xm-¡Ä t{]mÕml\w \ÂIm-dp-­v.
33. kplr-¯nsâ hnPbw Fsâ hnPbw F¶Xp t]mse amXm-]n-Xm-¡Ä t{]mÕm-ln-¸n-¡m-dp-­v.
34. ]pI-h-en, aZy-]m\w F¶nh Btcm-Ky-¯n\v lm\n-I-c-am-sW-¶-Xn-s\-¡p-dn-¨pÅ NÀ¨ ho«nÂ \S-¯m-dp-­v.
35. amXm-]n-Xm-¡-fpsS Xocp-am-\-§Ä Fsâ ]cn-[n¡v A¸p-d-am-sW¶v tXm¶m-dp-­v.
36. hnZym-`ym-k-¯nsâ al-Xz-s¯-¡p-dn¨v ho«nÂ kwkm-cn-¡p-t¼mÄ D¶-X-§-fnÂ F¯m³ tXm¶m-dp-­v.
37. ]co-£m-Zn-hkw t\cs¯ t]mhm³ ]e-X-hW HmÀ½n-¸n-¡m-dp-­v.
38. apXnÀ¶-hÀ kwkm-cn-¡p-¶-Xn-\n-S-bnÂ Rm³ A`n-{]mbw ]d-ªmÂ AXv kzoI-cn-¡m³ aSnImWn-¡m-dp-­v.
39. amXm-]n-Xm-¡-fp-sam¯v hnt\m-Z-bm-{X-IÄ \S-¯m-dp-­v.
40. apXnÀ¶-h-tcmSv A¨-S-¡-t¯msS s]cp-am-dp-t¼mÄ A`n-\-µn-¡m-dp-­v.
41. ]{Xw A¶¶v Xs¶ hmbn-¡p¶ ioew amXm-]n-Xm-¡Ä D]-tZ-in-¡m-dp-­v.
42. Fsâ Ign-hp-IÄ A\p-k-cn¨v ]pXnb taJ-e-IÄ sXc-sª-Sp-¡m³ amXm-]n-Xm-¡Ä {i²n-¡m-dp-­v.
43. kvt\ln-X-cp-ambn Xmc-Xayw sNbvXv Ft¸mgpw Ipä-s¸-Sp-¯m-dp-­v.
44. ]T-\-Im-cy-¯n-se¶ t]mse Iem-Im-bnI cwK¯pw tim`n-¡-W-sa¶v A`n-{]m-b-¡m-cmWv amXm-]n-Xm-¡Ä.
45. FÃm aX-¯nepw \Ã hi-§Ä Ds­¶v amXm-]n-Xm-¡Ä ]d-bm-dp-­v.
46. ho«nse D¯-c-hm-Zn-Xz-¯nÂ amXm-]n-Xm-¡Ä hogv¨ hcp-¯m-dp-­v.
47. aäp-Å-hsc klm-bn-¡p-¶-XnÂ amXm-]n-Xm-¡Ä {]tXyIw {i²n-¡m-dp-­v.

**APPENDIX IV**

**FAROOK TRAINING COLLEGE**

**PERCEIVED SUCCESSFUL PARENTING INVENTORY (FINAL)**

Dr.Hassan Koya M.P Reshma mohan K.M

Assistant professor M.Ed student

Farook Training College Farook Training College

**INSTRUCTIONS**

Statements which are related to you are given below. For each statements there are five responses like ‘Always’, ‘Often’, ‘Sometimes’, ‘Rarely’ and ‘ Never’. You have to indicate it in the answer sheet according to the number of the statements. You have to (🗸 ) mark your response. There should be only one response for the statement. Your responses will be used exclusively for research purpose.

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26. My parents punish me with out asking me to explain why I reached home late.
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46. My parents fail in their responsibilities at home.
47. My parents are keen on helping others.

**APPENDIX -V**

**SUCCESSFUL PARENTING INVENTORY**

**RESPONSE SHEET**

Name:..................................... Group: ..........................

Class: ...................................... Type of Management : ...............

Gender : .................................. Name of Institution : .....................

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Always | Often | Some times | Rarely | Never |  | Sl.No | Always | Often | Some times | Rarely | Never |
| 1 |  |  |  |  |  |  | 25 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 26 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 27 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 28 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 29 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 30 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 31 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 32 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 33 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 34 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 35 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 24 |  |  |  |  |  |  |  |  |  |  |  |  |

**APPENDIX VI**

**LIST OF SCHOOLS**

1. FAROOK H.S.S, KOZHIKKODE
2. VENERINI H.S.S, KOZHIKKODE
3. AL-FAROOK H.S.S, KOZHIKKODE
4. N.S.S H.S.S, MEENCHANDA, KOZHIKKODE
5. R.K.M H.S.S, MEENCHANDA, KOZHIKKODE
6. V.H.S.S,MEENCHANDA, KOZHIKKODE
7. C.I.R.H.S.S, MATHRA, KOZHIKKODE
8. S.J H.S.S, KALLODY, WAYANAD
9. S.K.M.J H.S.S, DWARAKA, WAYANAD
10. G.M.H.S.S, VELLAMUNDA, WAYANAD
11. G.H.S.S., MANANTHAVADY, WAYANAD
12. V.H.S.S, MANANTHAVADY, WAYANAD
13. G.H.S.S, VALAD, WAYANAD
14. G.H.S.S, THALAPPUZHA, WAYANAD
15. ANWAR H.S.S, PERINTHALMANNA, MALAPPURAM
16. D.U.H.S.S, THOOTHA, MALAPPURAM