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## Critical Review On Different Parenting Style And Psycho-Social Characteristics Among Adolescents

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### ABSTRACT:

A parent's parenting style is characterized as a combination of their attitudes and behaviors towards their children, as well as the emotional environment in which those behaviors are exhibited. Adolescence is a crucial developmental stage during which parents and children must reevaluate their interactions. The phrase "psychosocial traits" refers to how social variables affect a person's behavior and mental health. The relationship between intrapersonal psychological factors and external factors is a component of a psychosocial approach to human behavior. The conventional definition of psychosocial features is the psychological growth of a person in connection to his or her social and cultural surroundings. In this article, critical review on different parenting style and psycho-social characteristics among adolescents has been discussed.

**Keywords:** Parenting, Psycho-Social, Adolescents.

### INTRODUCTION:

A child's life is primarily influenced by their parents. Parents not only give the infant bodily care; their nurturing behaviours also help the youngster's psyche grow. The impact of parenting practises on kids' academic success and many psychosocial elements of development is particularly fascinating. The peak of this nurturing is probably during adolescence, when kids are getting ready for adulthood or perhaps on the verge of it. Respect for age is traditionally highly valued in Indian culture. This indicates that parents place a high value on their children's compliance and obedience. Sometimes, modern culture laments the loss of fundamental principles.

### CRITICAL REVIEW OF LITERATURE:

According to J. Zhang (2018), every infant ought to have an equal shot at life. But children of migrants are more likely to struggle with mental health difficulties. The issue of migrant children who have moved from rural to urban regions with their parents after being away

from their hukou registration place for at least six months is a notable social concern in China's social transformation. There is currently a lack of information regarding migrant children's satisfaction with living in small and medium-sized cities. A number of instruments, including the Chinese Adolescent Kids' Life Satisfaction Questionnaire, the Social Economic Status Scale, the Social Support Rating Scale, and the Big Five Inventory, were used to collect information on 142 migrant children and 165 local primary school kids. The results showed that the life satisfaction of local non-migrant students was significantly higher than that of migrant children. According to the study, parental education level, use of assistance, conscientiousness, and subjective and objective support all significantly predicted life happiness. Because social support was a major determinant of migrant children's life satisfaction and because it was necessary for them to succeed, they needed the support of the government, schools, communities, and families. [1]

"Meaning in life" is seen as a fundamental component of psychological well-being, according to B. Kiani and M. Nami (2017). In this study, the mental well-being of mothers of autistic, blind, and normally developing children was examined. Between January 2013 and January 2014, mothers of autistic, blind, or otherwise typically developing 6- to 15-year-olds were sought out in Shiraz, Iran. 140 mothers of autistic or blind children and 210 mothers of generally developing children made up the study group. The subjects were chosen at random using a multistage cluster sampling procedure. The Ryff Scale for Psychological Well-Being was used to collect the data. In addition to descriptive analyses, 1-way analyses of variance and a post hoc Tukey's test were carried out to address research-related difficulties. Mothers of autistic children did better than the other two groups in terms of psychological well-being mean scores and pertinent subscales. The mean overall psychological well-being score revealed that mothers of children with normal functioning performed worse than mothers of children who are blind. Statistically significant subscale differences, however, were only seen in moms of autistic and normally developing children. Due to the relevance of psychological well-being and its impact on the lives of mothers of disabled children, it is imperative to set up suitable reinforcement and support programmes. [2]

According to KDV Prasad et al. (2016), the study article provides the results of a comparative investigation on occupational stress among male and female employees and its impact on employee performance in the Information Technology Sector (ITS) workplace in Hyderabad. To identify the six independent stress-causing factors—career-related, job-related, organizational-related, physiological, behavioral, and individual factors—and their effects on employees' performance, a dependent factor, a survey of 200 IT professionals was conducted, with 110 men and 90 women participating. To get the conclusions, descriptive analysis and correlation techniques were used with parametric statistics such the t-test, F-test, and multiple regression analysis. Statisticians employing the static Cronbach's alpha (C-alpha) and Spearman-Brown split-half reliability statistics were used to determine the consistency of the survey questionnaire and the scale that was used for this investigation.

The Spearman-Brown split-half value is 0.83, whereas the overall C-alpha is 0.89. Men's and women's C-alpha values ranged from 0.62 to 0.76 for all six independent variables and one dependent variable, respectively. The study's findings indicate that workplaces frequently experience mild levels of occupational stress, which have a slight negative impact on performance. Certain workers' health is significantly impacted by chronic neck and back pain brought on by extended periods of sitting at work. Men and women suffer stress from many sources, but the study reveals that women experience higher amounts of stress than men. [3]

According to M. Jindal (2014), it's critical for people to keep their mental health throughout this trying period. To prosper in life, one must be in sound physical and mental health; else, he won't be able to enjoy the fruits of his labours. It appears that self-concept and mental health are interrelated and have an impact on one another. When viewed jointly and separately, these two components have an effect on the intellectual growth of the kids. The researcher's goal in this work was to investigate the relationships among the sample students' self-perception, academic success, and mental health. From the Convent School in Chandigarh, 79 female students were chosen as a sample. A survey approach was used to look into the connections between self-concept and scientific success, self-concept and mental health, and the connections between mental health and self-concept. Both the self-concept questionnaire and the mental health inventory are included in the sample. The raw data was assessed using Pearson's correlation as well as multiple correlation methods. The results revealed a strong favorable relationship between self-perception and both scientific accomplishment and mental wellness. In the sample population, there was no discernible link between students' mental health and their performance in science. The sample children's performance in science was not significantly predicted by the link between mental health and self-concept. [4]

According to gender and location, A. Nara (2014) studies the emotional intelligence of children in Haryana. Students' emotional intelligence ratings were noticeably varied between male and female students. The emotional intelligence of children in rural and urban schools differs significantly, favoring female students. Students in urban areas will gain from it. [5]

According to B.R. Singh (2014), the objective of the present study was to investigate the relationship between gender, location, and mental health in terms of emotional intelligence. Senior secondary schools in both urban and rural regions were employed by the British districts of Saharanpur and Chamoli to collect data (U.P.). For the sample, 400 students were chosen at random, including both male and female students. The study's findings revealed a strong correlation between mental health and emotional acuity among children in rural and urban contexts, with no gender variations in these traits. [6]

G.E. Foumany (2014) looked into the idea of metacognition. This concept includes information, procedures, and strategies for evaluating, monitoring, or controlling cognition. This study compared the self-esteem, metacognitive perspectives, and mental health of college students. The population for this descriptive-explanatory study consisted of all undergraduate students at Islamic Azad University of Zanjan (Iran) during the academic year 1991-1992, and the 372 cases (203 males and 169 women) were selected using a stratified random sampling strategy. The Cartwright Wales Metacognitive Beliefs Questionnaire (MCQ 30), the SCL 25, and the Coppersmith Self-Esteem Inventory (SEI) are the mental health scales. In the sequential examination of the data, multiple regression analysis and Pearson's correlation coefficient were applied. A statistical analysis of Pearson's correlation coefficient revealed that there was a significant inverse correlation between students' mental health and self-esteem, a significant positive correlation between students' beliefs and self-esteem, and a significant negative correlation between beliefs and mental health. Two variables associated with self-esteem and metacognition beliefs can explain about 30% of the variance in students' mental health, according to a stepwise multivariate regression study ( $2R = 0.30$ ). Similar to this, two factors associated with mental health and metacognitive perspectives can explain 26% of the variation in students' self-esteem ( $2R = 0.26$ ). By reformulating and altering meta-cognitions that have fostered unfavorable ideas and unproductive ways of thinking, we can help students improve their mental health. One of the most crucial elements of mental health is metacognitive beliefs, which can also be used as a general indication of confidence. [7]

A common factor structure is shared by a variety of self-evaluative personality types, according to the recent article by D. Leising (2013). Significant construct redundancy has been found, which is consistent with earlier findings. In essence, there are two categories of self-evaluation: People's satisfaction with themselves in light of their own standards may serve as a barometer for their level of self-worth (PSR). Sadness, self-esteem, and neuroticism are a few of the ideas that have exceptionally high loadings in this component. On the other side, claim to leadership (CTL) is the false conviction that one is destined to rule and direct others. It is common to label this viewpoint as "narcissistic." PSR is essentially an intrapersonal self-evaluation technique when compared to CTL. Despite the fact that both independently predict intellectual self-enhancement, only one of the two self-evaluation methods (PSR) also predicts self-reported mental wellbeing. Also, there are differences in the relationships between the two self-evaluation techniques and the dominance and affiliation interpersonal traits that are reported by the person and their peers. The phrases "grandiosity" and "vulnerability" from narcissistic studies can be easily rephrased in terms of CTL and PSR. The two-dimensional framework may facilitate further research on the subject by eliminating conceptual uncertainty around various self-evaluation methodologies. [8]

Despite the fact that it is vital for the physical, mental, and psychological well-being of the elderly, there is a dearth of research on the roots of their physical self-concept, according to Y. Hsu and F.J. Lu (2013). This study's objective was to develop and evaluate a novel assessment for senior citizens. [9]

Emotional intelligence, according to R. Maharishi and J. Parameswari (2013), affects how interested teenagers are in their studies. The results show that there is no appreciable difference between men and women in terms of their level of study involvement. There are no discernible changes in study involvement based on family type, birth order, or residence. According to the research, students in private schools show greater academic engagement than their counterparts in public schools. Emotional intelligence and interest in one's studies have been shown to be positively and significantly connected. Student academic engagement is significantly influenced by emotional intelligence. [10]

According to C. Arati and C. Ratnaprabha (2013), emotional intelligence and academic performance among students at a high school in South India. Girls consistently scored higher than boys did on the EI scale. The majority of students (41.4%) who had received less than 75% of the potential points in the previous academic year showed a strong link between having great emotion management and academic achievement ( $\chi^2 = 14.398$ ;  $p = 0.006$ ). [11]

According to T. Gupta and D. Kumar (2013), having excellent mental health is essential for being able to think clearly and deal with life's ups and downs in a way that fosters emotional stability and development. When defining intelligence, one must take into account a person's capacity or mental energy at a specific moment in time. The word "instructional aptitude" refers to the cerebral, psychomotor, and integrative skills necessary to get along with students in a classroom, in addition to other criteria of teaching behaviour and teaching methods. The current study focuses on the relationship between teachers' intellect and instructional skills and students' mental health. It was believed that student teachers enrolling in B.Ed. classes had a substantial positive correlation between their Intelligence and mental health. The mental health of B.Ed. student teachers and their teaching abilities have a very positive association. 100 professors and students from two educational institutions were chosen at random to represent the sample. The IQ, mental condition, and instructional skills of the student instructors were evaluated. In B.Ed. classes, there is little connection between students' Intellect and mental health. Teaching proficiency and mental health do not significantly correlate. The results of the current study have consequences for academics and educational planners since they demonstrate how independent variables like mental health, IQ, and teaching competence are. [12]

According to B.M. Patil and C.R. Bhairaddy (2013), a wrestler's performance is influenced by a variety of factors, such as their physical prowess, personality, general intelligence, emotional intelligence, mental health, anxiety, motivation in general and achievement

motivation in particular, self-interest, aptitude, wrestlers' attitudes, etc. Yet, the key determinants of performance are a person's personality, Intelligence, and mental health. Examining the effects of personality, emotional intelligence, and mental health on wrestler performance was the aim of the current study. As a result, the current study comes to the conclusion that wrestlers' personalities, emotional intelligence, and mental health are favorably and significantly associated to their on-mat performance. The only important factors in determining a wrestler's performance are personality and emotional intelligence. [13]

There are issues with teenage mental health and its psychosocial linkages, claims B. Arumugam (2013). Female sex, younger age, greater socioeconomic position, poor home environments (parents fighting, parental abuse), sibling rivalry, unhealthy school environments (fights with peers), and family type were all associated with this study's findings; single-parent households were not. [14]

Teens whose parents who were perceived as accepting, particularly the mother, had better mental health, according a study by B.B. Sharma (2013) on family relations and adolescent mental health. Adolescents with high socioeconomic status had parental acceptance that was above average to average, whereas adolescents with low socioeconomic status had parental acceptance that was average to below average. Boys and girls had significantly diverse experiences with parental approval. Adolescents from wealthy families showed significant to above average parental avoidance. Boys and girls experienced paternal avoidance to different degrees. The parental concentration levels were similar for the two groups. But mothers treat boys and girls differently. [15]

The purpose of the study, according to A. Mehrotra and P. Mishra (2012), was to compare the self-concept levels of youths with physical limitations to those of their classmates, who were typically developing. Three Varanasi-area schools were specifically chosen for a total of 80 school-age students in grades IX and X, ranging in age from 11 to 16, with 40 students from each category of normal and orthopedically challenged students. There were 20 males and 20 women in each group. Every participant took the Mohsin self-concept inventory test. Overall, it was shown that adolescents with physical limitations displayed much lower levels of self-concept than their counterparts who were usually developing. Teenagers with and without physical disabilities were compared using the mean, standard deviation, and "t" tests to look for any statistically significant differences. [16]

According to S. Rath and S. Nanda (2012), studies have been done on the effects of gender and academic prowess on adolescents' self-concept. The study compared teenagers who are academically competent with those who are less academically competent using a 2 x 2 (boys against females) factorial design. 120 adolescents who performed well academically in the current study received grades of 80% or higher, while 120 adolescents who performed poorly received grades of 50% or lower. 234 teenagers were chosen at random from a

variety of urban institutions in Odisha. The two groups of 120 youngsters consist of 60 guys and 60 girls. Graduate students in their first year of study teach every course. The individuals in each of the four groups are contrasted in terms of their self-concept. According to the research, teenagers who have better self-concepts in general—including their physical, moral, personal, and family—are more academically proficient than those who have lower self-concepts. In comparison to girls, boys exhibit a larger association between their general and individual self-concepts. The linkages between females' social and overall selves, as well as their physical and overall selves, are stronger than those between boys' social and overall selves. [17]

P.S. Rao (2012) conducted a study on MBA students to ascertain how demographic characteristics affect emotional intelligence. The findings demonstrated that the demographic variables examined in this study had no bearing on the EI of the pupils. [18]

B. Shari and R. George (2012) conducted research on the effects of emotional intelligence on the coping mechanisms and stress management of gifted children. According to the study's findings, those with high emotional quotients are less stressed than those with low emotional quotients. According to the study, emotionally gifted teenagers opted for a more problem-focused approach than other groups, and they were very distinct from other groups. In order to help parents and teachers create curriculum that take gifted teens into consideration, the study identified a variety of issues faced by gifted teenagers in India. [19]

According to C. Shekhar's (2012) stated that self-concept and mental health of school students under the impact of television viewing, there was no discernible difference between government school students and private school students in terms of how much television they watched in terms of their self-concept, but there was a discernible difference in terms of their mental health. [20]

F. Gürsoy's (2012) study compares youths between the ages of 13 and 18 who live in orphanages to those who do not in order to pinpoint the variables that might have an effect on these levels and to offer recommendations that take the study's findings into account. In total, 126 teens are involved in the study, 63 of whom live in orphanages and 63 of whom do not. Both the "General Information Form" and the "Self-concept Inventory" are used in this study. The Mann-Whitney U test and the Kruskal-Wallis test are used to assess the data. The study's findings indicate that adolescents who reside in orphanages and those who do not have different self-concepts. The importance of their friends' opinions, the number of close friends they have, their attitude towards friendships, the staff's attitude towards them, the staff members' requests for their assistance, and their gender are all thought to have an impact on the behaviour of teenagers living in orphanages. Outside of orphanages, teenagers disagree. [21]

P. Devi (2011) evaluated the educational dissonance brought on by fieldwork and how it affected the self-concept and mental health of MSW students using a mixed-methods

approach. 37 first-semester MSW students and 28 advanced fourth-semester MSW students both felt a sense of success in their practicum work. In comparison to first-year students, second-year students reported feeling less accomplished, which may have led to their lower self-esteem and more severe depressive symptoms. Qualitative data also revealed that they struggled due to competence issues brought on by a lack of subject-matter knowledge. The impact of social work education is a major topic of discussion. [22]

According to M. Nader and P. Hajloo (2011), this study looked at how counselling services affected adolescents' mental health. The statistical population of the study consisted of Iranian high school students in the Ardabil State. Using quota sampling, 1594 young people were selected from this group. The Rogers' Self-Concept, also referred to as GHQ, is a short study question used to gather data. The data were analysed using ANOVA, multiple regression,  $\chi^2$ , t, r, rs, and eta tests. The results showed that counselling had various effects on teenagers' mental health depending on the subtest and that females' mental health received more attention than boys'. This study showed that educational institutions should consider counsellors' expertise and training when hiring them. [23]

According to M.M. Hamid, M. Y. Ganaie, and P.A. Ahmad (2011), this study looked at the academic performance of physically abled and normal secondary school students in Baramullah (J and K). For the study population, 300 secondary school pupils were selected at random and on purpose, 150 of whom had physical limitations and 150 of whom did not. Data were gathered using the Mahesh Bhargava and M.A. Shah level of aspiration scale and the Sagar and Sharma self-concept questionnaire. The results of the study demonstrate that learners in conventional secondary schools have higher levels of academic achievement, authentic selves, and aspirations than do students who are physically challenged. Yet, research has shown that physically challenged students have greater values than typically developing students. [24]

P. Kumar (2011) conducted research on secondary school pupils' socioeconomic circumstances and mental health. The results showed no appreciable variation in students' average emotional stability between those attending private and public schools. The socioeconomic backgrounds of students in private versus public schools varied significantly on average. [25]

S. Verma and P. Gupta (2011) investigated the relationship between emotional intelligence and the mental health and adjustment of secondary school students. It has been shown that there is a strong relationship between emotional intelligence and adjustment as well as between emotional intelligence and mental health. Although the t-ratio between male and female emotional intelligence is substantial, the results were quite the opposite, or negative, after corrections. [26]

K. Pahariyal (2010) claims that this study looked at how gender impacted urban youths' self-concept (aged 14–17 years). 200 kids, 100 males and 100 females, from four randomly



selected schools made up the study's sample. Although males outperformed females in areas like physical and intellectual self-concept and females exceeded males in areas like social and moral self-concept, the results showed that gender differences in overall self-concept were not statistically significant. There were no statistically significant differences in general self-concept among males of different ages. Women's self-concept did appear to improve over time. In the younger age group, gender differences were substantial, whereas they were not in the older age group. [27]

The average mental health score for girls is 74.76, compared to 70.76 for boys, according to P.C. Bandhana's (2010) study on home environment, mental health, and academic accomplishment among H.S. secondary school students. According to the study, girls frequently outperform guys on assessments of mental health. [28]

G. Gupta and S. Kumar (2010) found a substantial correlation between the two characteristics. Also, it demonstrated that male students outperformed female students on assessments of self-efficacy, emotional intelligence, and mental health, underscoring the need of providing teaching in these areas to female college students. [29]

According to A. Khare and M. Handa (2009), in both high-end and entry-level cell phone models, there is no correlation between self-concept congruence with brand personality and product assessment for the brand. There is a connection between self-concept and brand personality in terms of the attention-seeking brand version among young people. These market factors must be considered, and brand communications for youth-focused businesses must be created with an understanding of them. [30]

P. Sridevi and S. Parveen (2008) studied the link between emotional intelligence and adjustment. Using a stratified random selection process, 200 students were selected as the study's sample. Academic accomplishment, the 22-item T.R. Sarbin self-concept assessment scale, and the 102-item adjustment inventory created by professors A.K.P. Sinha and R.P. Singh were used to measure emotional quotient. For evaluating the students' performance, the results of their overall cumulative midterm exams were taken into account. One of the study's key findings is that emotional intelligence, adjustment, and self-concept are all positively correlated with high school students' academic achievement. In comparison to male students, female students have a greater emotional quotient. [31]

The current study evaluated how adolescents' self-perceptions, emotional development, and drive for achievement were impacted by their mothers' employment, according to A.A. Vijayalaxmi and S. Hangal (2007). The sample included 75 children with working mothers and 75 children with stay-at-home mothers who were enrolled in the eighth and ninth grades in the Hubli-Dharwad cities of North Karnataka. The Ahluwalia Children's Self-Concept Scale, the Singh and Bhargava Emotional Maturity Scale, and the Deo-Mohan Achievement Motivation Scales were used to collect the data. The results were assessed using ANOVA and the "t" test. The results revealed that teenagers and stay-at-home moms

have much better self-esteem. Also, it was discovered that the daughters of working mothers highly value achievement and that their children display outstanding emotional development. [32]

### **CONCLUSION:**

Humans learn to think and reflect in a more sophisticated manner during adolescence. As an illustration, they begin to develop the ability to reason abstractly, and their social perspective broadens. Adolescents' psyches are likely to be deeply impacted by the parenting techniques used at this point. Also, because teenagers are on the verge of adulthood, parental practises are likely to have an effect on their academic performance and goals.

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