

PERCEIVED PARENTING STYLE IN RELATION TO EMOTIONAL
MATURITY AMONG ADULTS IN MIZORAM

By

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Certificate

This is to certify that the present Dissertation, titled, "*Perceived Parenting Style in relation to Emotional Maturity among Adults in Mizoram*" is the bonafied research, conducted by Ms Lalhmingsangi Pachuau, Department of Psychology, Miozoram University bearing Registration No MZU/M Phil./550 of 10.04.2019, under my supervision. She work methodologically for her dissertation which is submitted for the degree of the Master of Philosophy in Psychology under Mizoram University.



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DECLARATION

I, **Lalhmingangi Pachuau**, hereby declare that this dissertation entitled “**Perceived Parenting Style in Relation to Emotional Maturity Among Adults in Mizoram**” is the original research work done by me and submitted to Mizoram University in partial fulfilment of the requirements for the award of the degree of Master of Philosophy in Psychology under the supervision of **Prof. Zokaitluangi**, Department of Psychology, School of Social Sciences. Further, I also declare that the contents of this dissertation did not form basis of the award of any previous degree to me and that this dissertation has not been submitted by me or any research degree in any other University/Institution.



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CHAPTER I
INTRODUCTION

Parenting style can be predicted in many ways, it could be through a person's well-being, the social competence of the individual or the psychosocial development. In 2011 Siegler well-defined that parenting is a behavior and attitude that sets the emotional climate in regard to parent-child interactions where parental responsiveness and demandingness which includes specific behavior that influence a child's behavior. Researchers describing parenting usually rely on Baumrind's concept of parenting style that captures the parents' attempt to control and socialize their children (Baumrind, 1991).

An individual's personality and cognition in any culture relates to his surrounding physical and social environment that leads to the examinations of national character, modal personality types and configurations of personality and comparison of cross cultures. The efforts to understand the nature of culture in a person has paved way in the field of cultural psychology that hinges the assumption that personality and culture are mutually constituted (Heine 2008) which further explains that one cannot fully understand the nature of people without considering the cultural context during which they exist; nor can one fully understand a cultural context without considering the values and beliefs of the people that inhabit it.

It is believed that culture has shown to affect many domains of family life including the way which parents socialize their children. The models of parents, grandparents and elders lifestyles have been passing on to their offspring, the accepted way of their doing form the culture norm for that society. The traditional family beliefs within one's culture, factors such as social class, racism, prejudice, discrimination, acculturation, and family structure also influence parenting and a child's socialization (Garcia Coll et al., 1996). Different culture posits different psychological functions among individuals from different cultures consisting a

patterned way of thinking, feeling and reacting, acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments of artefacts; the essential core of culture consists of traditional ideas and especially their attached value (Kluckhohn, 1951). Psychologists are trying to understand the basic processes that man interacts in his social context and how they must be understood in order to understand this interaction.

Parenting:

It can be defined as the different ways of upbringing and encouraging the development of physical, emotional, social and intellectual abilities of a child from infancy to adulthood rather than solely focusing on the biological relationship is called parenting. There are cases where orphaned or abandoned children receive parental care from non-parent blood relations. Others could also be adopted, raised by foster care or be placed in an orphanage. It is crucial to have a parental figure to meet the child's physical needs, protect from harm and impart in them skills and cultural values until they reach adulthood, usually after adolescence.

Parenting Styles:

The psychological construct that represents different strategies parents use in their child rearing is known as parenting style. Even there are different opinions on how to raise children and different levels of effort that parents are willing to invest this affects not only the child but also the parents; temperaments which is largely based on one's own parents and culture. Adults also differ in ways in which they enact their role as a parent. They show different styles of raising their children and difference in child rearing styles is associated with important variation in development. There has been a great concern on how parents have an influence on

the child's development regarding his or her social competence. The classic research of Diana Baumrind (1971) resulted in the identification of three major types of child rearing styles: *Authoritative, Authoritarian and Permissive* parenting styles.

Spending quantity time with children does not always depict a good quality of parenting style. For instance, a parent could be spending some quality time with their children but could be engaged in other activity without showing interest towards the child. Thus, parenting style is the exhibition of how parents react to the demands of their child where parenting practice involves specific behavior used by the parents (Spera, 2005). Regardless of developmental psychologists keen interests in finding the definite cause-and-effect that links between specific actions of parents and later behavior of children is quite challenging. Despite these challenges, researchers have uncovered convincing links between parenting styles and the effect on their children. With the use of naturalistic observation, parental interviews and other research methods, Baumrind (1967) has identified four important dimensions of parenting: (a) *disciplinary strategies* (b) *warmth and nurturance* (c) *communication styles* and (d) *expectations of maturity and control*.

Types of parenting style:

(i) Authoritative Parenting

This is also known by a child-centered approach and is often known to hold high expectations of maturity. Authoritative parents have a lot of understanding when it comes to their child and they teach and regulate their emotions as well. They often lend a helping hand when they face problems. These parents usually encourage their children to be independent but set their limits and control their actions. Parents

have a deep understanding and give their best towards the child's development. This results in a higher self-esteem of their children.

They show pleasure and support in response to children's constructive behavior. Children whose parents are authoritative are often cheerful, self-controlled and self-reliant and achievement oriented. They tend to maintain friendly relations with peers cooperate with adults and cope well with stress. It is marked by parental warmth, the use of rules and reasoning to promote obedience and keep discipline, non-punitive punishment and consistency between statements and actions and across time (Baumrind 1971). When the authoritative parenting style is used, an individual may likely experience academic success (Glassgow et al., 1997). These parents are warm and responsive but are also able to establish and enforce communication. They make it clear that they expect responsible behavior from their child. It is important to remember that children need their parents not only to set appropriate expectations and boundaries but also to advocate them.

While growing up, parental involvement, encouragement of psychological autonomy and demands for age-appropriate behavior combined with limit setting and monitoring (i.e. Authoritative parenting) contribute to good psychosocial, academic and behavioural adjustment among adolescents (Baumrind 1971). Similar to the way in which parental sensitivity and responsiveness contribute to secure attachment in infancy, recent findings indicate that parental warmth and involvement, psychological autonomy granting behavioural control and monitoring are associated with security attachment in late childhood and adolescence. Low warmth and low control were particularly associated with dismissing and avoidant attachment and low psychological autonomy granting with preoccupied attachment. Thus, it appears that parental behavior that fosters autonomy in the context of parental availability in

addition to parental warmth and responsiveness becomes important for secure attachment.

Authoritative parents have the ability to poise their adherence with their children which could be the reason behind why authoritative homes implies to be balance between the external factors and achievement. Children and adolescents whose parents are authoritative typically rate themselves as a socially and instrumental competent rather than those whose parents are not authoritative (Baumrind 1991; Weiss & Schwarz 1996). Parental responsiveness can predict social competence and psychosocial functioning in some ways meanwhile parental demandingness is related to instrumental competence and behavioural control. Children and adolescents from authoritarian families are high in demandingness but low in responsiveness and they tend to perform moderately well in school but they lack in social skills, low self-esteem and higher levels of depression.

(ii) Authoritarian Parenting

This type of parenting involves children to follow certain strict rules that are recognised by the parents if one fails to follow such rules; it generally results in some form of punishment. These parents have high demands, but are not responsive to their children. According to Baumrind (1991), authoritarian parents are status-oriented and strive for obedience with their demands without explanation. They are restrictive and not warm and they emphasize the power of their role and use physical punishment for wrongdoings (Baumrind 1971). Children of authoritarian parents are unhappy, fearful, and anxious about comparing themselves with others, fail to initiate activity and have weak communication skills. In a study revealed by Baumrind (1983), children raised in an authoritarian home has less mood changes and were

vulnerable to stress, in some cases children showed passive hostility. Authoritarian parents demonstrate low responsiveness and high demandingness. They set strict and definite limits for their children's conduct and practice firm consequences. Authoritarian parents tend to use demands to discipline their children and only allow them minimal autonomy. They emphasize obedience and show low affection and emotional warmth in their parent-child relationships.

Buri et al.,(1988) demonstrated that parental authoritarian style was negatively correlated with self-esteem whereas the relationship was positive for parental authoritativeness. They concluded that the healthy exercise of authority within the home would be of greater significance in the development of self-esteem in daughters than in sons. Klein and colleagues (1996) found authoritative parental styles were generally correlated with positive (late adulthood) self-perception and authoritarian with negative self-perception. Authoritarian parental styles in the mother were associated with low self-worth while authoritative styles seemed particularly related to children feeling good about them.

(iii) Permissive Parenting

Often referred to as generous and non-judgemental parents, they have very few demands from their children. They don't usually discipline their children as they have relatively low prospects of maturity and self-control. Permissive parents are high in demanding rather than responsibility, they are quite lenient and they don't possess a matured behavior. Children of this type of parenting tend to be more impulsive and when they reach their adolescent years they tend to engage in misconduct behavior. But this does not mean that all children brought up from permissive parenting acquire such behavior, in some cases they are emotionally

secure, independent and has the openness to learn new things. They usually mature quicker as compared to others of their age group. This parenting practice demonstrates what is known as permissive parenting. It involves affectionate and caring style but tends to be tolerant and have a lot of control or no discipline at all. Baumrind (1967, 1971) noted that preschool children reared by parents with differing parenting attitudes, or styles, differed in their degrees of social competence. Her theory-derived parent classification resulted in the original parenting style prototypes: authoritative, authoritarian, and permissive. Later researchers split the permissive type into permissive-indulgent and permissive-indifferent as a result of a two-dimensional, demandingness and responsiveness typology of parenting patterns. For a better understanding of how parenting style is different from parenting practices, a 2005 study by Spera and Darling explained that parenting practices includes specific behavior that are used by parents wherein parenting style focuses on the emotional sphere that parents use for raising their children. Research shows that there is a difference in parenting style that correlates to different parent-child relationship. A study consisting of Western samples have revealed that authoritative parenting style is associated with a better parent-child relationship and less of conflicts occurrence (Nelson et al., 2011). Whereas authoritarian parenting style has a gap of relationship and higher chances of conflict (Smetana, 1995). Also, a study revealed that a person from authoritative parenting is less involved in conflict (Sorkhabi & Middaugh 2014).

Parenting styles affect a child's outcome by altering the degree to which they accept their parent's effort in taking care of them. Parents use a particular way to mould their children and that plays a vital role in shaping the parent-child relationship (Darling & Steinberg 1993). But what seems to be more important is the

child's attitude towards being independent and obedient to their parents (Darling et al., 2007). According to youth, as per the study conducted by Baumrind (1991). The most valuable style is authoritative parenting style. Those with authoritarian parenting are likely to behave inappropriately. But it is important to keep in mind that not all studies favour authoritative parenting style, these differences are due to the sample characteristics or measures that have been used. Yet, it is important to remember that studies revealing authoritative parenting to be best rated by youth is only due to the targeted population and the measures employed (Darling et al., 2005). When there is a pattern that causes conflict which then reduces unity between the parent and child, this leads to the increase desire for the child to have authority over the parents (Jensen & Dost-Gözkan, 2015; Pérez et al., 2016).

Emotional Maturity

Emotional Maturity is a single effective determinant to shaping the personality, attitudes and behaviour of the adolescents into accepting responsibility, making decisions, teaming with groups, developing healthy relationships and enhancing self-worth.

It is a psychological term used to indicate that a person responds to the situations or environment in a suitable manner. Maturity as defined by Finley (1996) is “the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner”. According to Dosanjh (1960) balanced personality is being emotionally mature and the ability to control emotions under any given circumstances. Chamberlain (1960) said that an ‘emotionally matured’ person is one whose emotional life is well under control.

The emotional patterns that a person goes through from infancy to their present age are known as emotional maturity (Good 1981). The significance of emotional maturity in an individual's life cannot be ignored. A justly educated child acquires the ability to control his or her emotions and a person who has difficulty in monitoring his own emotions remains an incompetent being unable to make effective use of the energies. The tendency to understand and cope with emotions is being emotionally matured. The level of emotional maturity determines our ability to manage with complex situations. Emotional swings are frequently noticed during the adolescent and late adults. Adulthood is a transitional period from childhood to being an independent adult; characterized by physical, psychological, social and emotional changes. Healthy changes could only be achieved if parents choose a right parenting style to rear their young ones. A mental construct signifying standard approaches that parents opt while rearing a child is called parenting style. Adults flourish and become emotionally stable when parents communicate with respect and attend them before reacting, provide consistent rules and expectations and offer opportunities that promote independence.

A person who is able to keep his emotions under control , who is able to break delay and suffer without self –pity , might still be emotionally stunned and childish. Emotionally mature person has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration, has the belief in long term planning and is capable of delaying or revising his expectation in terms of demands of situations. An emotionally mature person has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such

attitude and functioning but also the ability to enjoy them fully. Some of the important key points are:

- (i) ***Emotional Instability***: Emotional instability refers to rapid, often exaggerated changes in mood, where strong emotions or feelings (uncontrollable laughing or crying, or heightened irritability or temper) occur. These very strong emotions are sometimes expressed in a way that is not related to the person's emotional state.
- (ii) ***Emotional Regression***: Emotional regression is a psychological and physiological occurrence that affects everyone to some degree. Essentially, regression is the reaction one has when something happening in the present moment triggers a memory of something that occurred in the past – usually during childhood. According to Sigmund Freud, regression is an unconscious defence mechanism, which causes the temporary or long-term reversion of the ego to an earlier stage of development instead of handling unacceptable impulses in a more adult manner. Regression in adults can arise at any age; it entails retreating to an earlier developmental stage (emotionally, socially, or behaviourally). Insecurity, fear, and anger can cause an adult to regress.
- (iii) ***Social Maladjustment***: Maladjustment is a term used in psychology to refer the "inability to react successfully and satisfactory to the demand of one's environment". It affects an individual's development and the ability to maintain a positive interpersonal relationship with others. A social maladjustment is a persistent pattern of violating societal norms, such as multiple acts of truancy, or substance or sex abuse, and is marked by

struggle with authority, low frustration threshold, impulsivity, or manipulative behaviors.

- (iv) ***Personality Disintegration***: The conflicting reaction tendencies in a person may not be harmonized and organized into a unity. The disturbances of personality are due to disintegration or dissociation. The term dissociation applies to all forms of disintegration of consciousness into separate parts. It is a state in which certain activities are no longer integrated with the personality, but are split off from it and coexist with its other activities
- (v) ***Lack of Independence***: Lack of independence means the ability to make and carry out important decisions by oneself, the responsibility and willingness to answer consequences of one's action and the conviction that such behavior practicable, socially possible and morally correct.

Emotion is defined as a complex pattern of body and mental changes that includes psychological, arousal, feelings, cognitive process and specific behaviour relations made in response to a situation perceived as personally significant. Emotional maturity enables the individual to develop an integrated and balanced way of perceiving problems of life. A good parenting style influenced by good number of factors such as personality development, emotional maturity development etc. Mainly the two distinctive roles of parents include both paternal and maternal. The proper blending of masculine supervision and feminine tenderness seems to be of almost important in the upbringing of child for the most important in the normal growth what inadequate patterns of parenting may lead to despair and self-evaluation of the personality of the individual. A child perform usually depending on the various parenting style by which they are being treated it was forced that good

relation with parents tend to show be after social adjustment emotional adjustment, and self-efficiency development.

Parenting Styles and Emotional Maturity

Parents play a vital role in the emotional development of their children. Parents can help their children learn how to express their feelings through instructing and guiding them in applying the skills of emotional management. As a parent, helping children with their feelings can both help them feel better and reduce behavior problems. Children who are able to manage their emotions often experience more positive feedback from others and are more successful in everyday life.

Emotional maturity enables the individual to develop an integrated and balanced way of perceiving problems of life. A good parenting style influenced by good number of factors such as personality development, emotional maturity development etc. Mainly the two distinctive roles of parents include both paternal and maternal. The proper blending of masculine supervision and feminine tenderness seems to be of almost important in the upbringing of child for the most important in the normal growth what inadequate patterns of parenting may lead to despair and self-evaluation of the personality of the individual. A child performs usually depending on the various parenting style by which they are being treated. Good relations with parents tend to show social adjustment, emotional adjustment, and self- efficiency development.

The quality of parent child relationship is at crucial importance of the personality development and also the development of the child. Emotional maturities are the import personality traits of the children. So, a good parenting style promotes to develop the emotional maturity of the children.

Parenting style and family environment contribute a lot in their upbringing which help them to become tougher while facing the challenges. There are various other factors which also play a very vital role like - demographical area, background, social economic status which also has intense contribution. The three parenting styles are often applied in collaboration with the other styles. Parents usually implement one parenting style while utilizing the specifics of the other as well. Parenting style is one of the variables that have been studied extensively in human development (Baldwin, McIntyre, & Hardaway, 2007). It is reflected as an important factor of the children's outcome (Gadeyne, Ghesquiere, & Onghena, 2004)

Authoritative parenting style which is somehow similar to authoritarian parenting involves a clear and firm direction to children. Permissive parenting style as the name implies brings less parental restrictions or limits on the child. (Kawamura, Frost, & Harmatz, 2002).

REVIEW OF LITERATURE

Judith, (2008) stated in his study that different type of family systems has impact over the emotional maturity of the youngsters. Family system also affects the level of emotional independence and social adjustments among the youngsters. Emotional maturity is related to better marital adjustment. Sunil Kumar (2014) discloses that a significant correlation exists between emotional maturity and family relationship.

The intensity of parental involvement remains a matter of debate. At opposite extremes are slow parenting in which parents stand back, merely support their children in doing what they do as independent individuals versus concerted cultivation in which the children are driven to attend a maximum number of lessons

and organised activities, each designed to teach them a valuable skill which the parent has decided for them. Locke (1693) in his book 'Some thoughts-concerning education' emphasized the importance of how a child's developmental experience endorses the evolving their physical habits. Considerable research suggests that family structure is relate to parenting style and parenting stress, with single parenting believed to be related to less competent and more stressful parenting. Family structure affects role clarity and parent-child dysfunctional interaction, but maternal age, education, employment and total family income affect maternal empathy, corporal punishment, parental distress and the identification of the infant as a 'difficult child' (Daphne S. Cain et al., 2005). An early adolescent is a time when conflicts with parents escalate beyond childhood levels (Collins & Steinberg 2006). This increase may be due to a number of factors: the biological changes of puberty, cognitive changes involving increased idealism and logical reasoning, social changes focused on independence and identity, maturational changes in parents and expectations that are violated by parents and adolescents. Conflicts with parents increase with early adolescence. The diversity that exists in family functioning, in parenting, coupled with diversity have seen to exist in regards to family functioning which brings about the parenting styles of the parents. The characteristics of parent-child relationship that are associated with positive outcomes for the adolescents are similar in that they reflect support for and acceptance of the developing youth. When parent-adolescent relationship provide support for the youth's behavior. Interest and activities, numerous positive development outcomes are likely to occur. For instance, support has been associated with better school grades and scholastic self-concept (Du Bois ,Eitel & Felner 1994) with perceiving that social relationships could be more beneficial to one's development than risky; with being more satisfied with one's life

and with a decrease likelihood of involvement in drinking, delinquency and other problem behaviors (Barnes & Farrell 1992).

The key foundation of a child's parents is to raise the young person in a healthy manner as possible (Bornstein 1995). The parents' role is to provide the child with a safe and secure, nurturing and loving and provide a supportive environment, one that allows the youth to develop knowledge, values, attitudes, and behaviors necessary to become an adult making a productive contribution to self, family, community and society.

Research shows that to create a parent-child relationship parenting style plays a crucial role in the family (Shek, 2002). Authoritative parents usually have children who are more likely to approve the justice of parental authority (Smetana, 1995; Trinkner et al., 2012). Wherein authoritarian parenting, parents usually take their control over too harshly. (Smetana, 1995; Baumrind, 2005). It was also found out that there was a relation between parental negativity which results in greater parent-adolescent conflict that happened for girls (Shek 2002). These distinctions reflect distinctive socialization objectives for boys and girls, while girls are situated more toward family connections and consistence. Boys are arranged toward self-rule and confidence. Additionally, they develop the limits of parental power significantly more comprehensively than definitive guardians, which advance battle in youth (Baumrind, 2005).

Parenting variables are among the most commonly identified factors for a range of outcomes related to child and adolescent problem behaviors and well-being (Amato & Fowler 2002). Parents who set clear standards for child and adolescent behavior and establish boundary conditions and contingences (eg: negative

sanctions) for risk behaviors typically have children who are less likely to transgress with regard to problem behaviors.

Studies have indicated that parenting practices for boys and girls differ, especially as children enter early adolescence. For example, differential sex role socialization theory and the gender intensification hypothesis (Block, 1983) suggests that girls are more likely to adopt more nurturing, family-oriented attitudes and skills, whereas boys are more likely to be granted greater autonomy and time outside of the home to explore ways to function more competently in the world outside of the family. Similarly, during early adolescence higher levels of parental monitoring are maintained for girls relative to boys, and stronger emotional bonds are more likely to be formed between mothers and daughters than other parent-child dyads. With respect to problem behaviors, early-adolescent girls, relative to early-adolescent boys, are less likely to be physically aggressive and are more likely to report internalization problems.

Parental warmth and affection allows children to explore their environment and are related to development of feelings of security, confidence, trust and positive-orientation towards others which also results in cooperative and affective behavior and social competence. Parental reaction to their children's distress and need for help are found to be related to pro-social behavior. Restrictive parents provoke negative behavior like aggression at home but these are likely to seek outlets outside the home. Studies provide more insightful reasoning on association between socialization and personality development in adolescents. Positive parenting practices during early years and later in adolescence appear to act as buffers preventing delinquent behavior and assisting adolescents involved in such behavior to desist from delinquency.

Darling and Steinberg (1993) argued that parenting style could be regarded as a global construct reflecting to the overall emotional climate between parents and children. The ways in which family members relate to each other are primarily a reflection of culture. In European American families, relationship cohesion, closeness and parental responsiveness to the child's needs are shown through emotional demonstrativeness and intimacy such as praising, hugging or kissing. Consistent with Baumrind's notion of authoritative parenting, European American parents attempt to foster relationships with their adolescents that are open intimate and mutually satisfying (eg: parents and adolescents share feelings and experiences openly with each other) .

Authoritarian parenting style could possibly have a different cultural meaning for Asians. Baumrind (1971) suggested that authoritative parenting has beneficial effects for European American families in promoting adolescents' psychological health. Research studies from the West have also found differently beneficial effects of the authoritative style compared to the authoritarian or permissive styles on host of child and adolescent outcome such as psychological competence, adaptive function, self-esteem, self- reliance and emotional adjustments.

Gender differences do exist, in that fathers tend to be more involved with sons than daughters which emphasized the need for fathers to feel confident in their ability to contribute to their children's development. Fathers who did not feel confident about their child care abilities were less likely to be highly involved in child care. Research has shown that fathers often positively influence their children's intellectual development and moral development (Hoff, 1981). Research regarding parental ratings of children's behavior problems, internalizing behavior problems including the withdrawn, somatic complaints and anxious/ depressed behaviors and

externalizing behavior problems including delinquent and aggressive behavior suggest that involvement of mother and father in child caring is associated with the children's behavioural problem. Higher father involvement may increase children's feelings of paternal acceptance which is a factor that plays a role in the development of self-concept and self-esteem.

As predicted by Ainsworth (1991), found gender to influence peer attachment, but not parent attachment. Although boys show higher rates of externalizing behavior compared to girls. Large number of adolescents suffers different maladaptive problems such as depression, suicidal attempts aggressiveness and antisocial behavior, and misusing drugs. Family, which plays an important role in the personality development of adolescents, is undergoing structural and emotional transformations. In the present condition, youth as well as children are facing difficulties in life. These difficulties add to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science.

The definitive child rearing is commonly about equalization (Williams 2013). These parents build an affectionate environment that supports the developing a close-knit connection with their children. Nurturing and maintaining high levels of expectations is the process of the parenting. Rules are usually fair and age appropriate in an authoritative parenting, the communication between these parents and their children encourages parental independence and social competency and a great sense of responsibility. Parents are good listeners and open to their children's perspective. They encourage problem solving and allow them to speak for their own. The children understand the way freedom is given to them while respecting their parent's authority (Baumrind, 1971). According to Akinsola (2010), authoritative

parents place great importance on the self-sufficiency of their children use a diversity of monitoring methods in order to maintain control of their children, these methods can include knowing their child's friends and peer groups and keeping aware of their whereabouts. Authoritative parents have high expectations of their children's behavior and these children are therefore known to demonstrate high levels of obedience to their parents and others as well. While punishing their children, these parents are likely to explain the basic reason for implementing the punishment.

Authoritarian parents have high demandingness from their children, but show little responsiveness to their emotional needs. Parents using this style expect their children's behavior to be the best without explaining why they want such behavior. The authoritarian parenting style is based upon a very firm disciplinary rule; they discourage the child's ability to explore and blocks their creativity which has an impact on their self-esteem. As a result of being restricted to make decisions on their own without their parents' concern it has created difficulty in problem solving. While some children from this parenting style may even choose to disobey, it has given them a sense of freedom. Authoritarian parents frequently opt for coercion or forceful methods to develop submissive children, and parents use highly controlling techniques to generate obedient nature in children (Awong, Grusec & Sorenson, 2008; Baumrind, 1991; Baharudin & Kordi, 2010; Hamon & Schrodt, 2012).

Access of parental support and minimal to no parental demands are noticed in permissive parenting style (Baumrind, 1991; Hamon & Schrodt, 2012). Permissive parents are characterized as having a warm disposition with their children, and make very few behavioural demands. The overarching goal of permissive parents is to avoid confrontational situations with their children as much as possible. Their

philosophy is that when children are permitted to regulate their own behaviours, the children are in an ideal position to learn how to be independent. Permissive style of parenting inculcates greater emotional imbalance and immaturity among children (Miller, DiIorio, & Dudley, 2002). They are not demanding but they are really open towards nurturing their children. The fact that they would do anything for their children has led the child to have difficulty in solving problems on their own. They are more like a friend to their child rather than being a parent, this strengthens their relationship. Sometimes few permissive parents might even bribe their children to get their attention and demand.

In 2011 Olowodunoye & Titus indicated that permissive parents are precarious towards their own parenting style, reason being they do not want their children to have a belief of being controlled. These children usually face difficulties in their emotional development. This leads to feeling of insecurity and inability to control their behavior because they are known to be emotionally dependent on others as they were brought up in an environment where everything was done for them, physically and emotionally which does not give them the chance to explore and end up feeling insufficient. They have problems in coping with their emotions and accepting rejections. Since they have always been protected by their parents, as an adult they find it difficult to develop or acquire the necessary skills to maintain and adjust their emotions and interpersonal relationships. They are immature as compared to others and need their parents emotional support even as adults. Out of the commonly known parenting styles research indicated that children raised by authoritative parenting style is best adjusted which is why they have the ability to solve problems and make decisions on their own. They cope well under difficult situations; they have control over their emotions and possess a good self-esteem. It

was further revealed these children are more likely to become academically successful and they have good communication skills. On the opposing side, authoritarian and permissive parenting style indicated that children raised under them are usually connected with negative behaviors and personalities and have higher chances of anxiety and low emotional maturity (Johnson & Cohen 2005).

Rottier and Tomhave (1983) had found that many teachers in rural schools experience personal teaching dissatisfaction. Specific concerns were related to unhappiness with (1) the community, (2) administration and (3) expectations for teachers. A variety of studies on urban teachers' problems and stresses indicate that their areas of dissatisfaction are more often related to: physical harassment, large classes, and lack of close relationships with students.

Emotional Maturity

Bessel (2004) viewed emotional maturity as those behavioural patterns that make good adjustments in life. Emotionally mature adolescent has the capability to tolerate the delay in fulfilment of needs. Emotional maturity, according to Cole (1944) is capacity to bear strain and deal with their surrounding environment.

It is the emotional maturity that shapes adolescents responses to challenges which in turn make them a responsible human being. So what does it mean to parent a child and how does one bring about an emotional maturity. In particular, studies have revealed that the parenting style can be narrowed down to four types which are authoritative, authoritarian, indulgent and neglectful parenting styles. It was found that adolescents with parenting styles of responsiveness and autonomy have high emotional maturity than demanding parenting styles (Trishala and Kiran 2015).

Menninger (1999) stated that emotional maturity encompasses the ability to deal beneficially with reality wherein the personality is continuously striving for greater sense of emotional health, both intra-physically and interpersonally. The ability to have self- control results in a more concrete thinking and better learning experience.

Jisha K.V (2016) observed influencing factor of emotional maturity in adolescents. It was analysed that parenting style opted by parents, for rearing, has a direct impact on emotional maturity of adolescents. The correlation analysis between authoritarian, authoritative, indulgent and neglectful parenting style and emotional maturity was observed to be positive and significant.

When parents are at peak point of permissiveness, maturity of young ones are doomed, characterized by low self-control and emotional instability (Barton & Kirtley, 2012).Combination of control and friendliness in authoritative parenting style, leads to lowering of behavioural problems and brings about boosting of positive emotions (Driscoll, Russell, & Crocket, 2008; Baumrind, 1991). Excess of permissiveness, during rearing practice, leads to emotional disturbance among children. Permissive parents brings about low self-control, lack in regulating emotions, and maturity among children (Jabeen et al 2013). Melnick and Hinshaw (2000) studied that authoritative parenting style is characterised by the warmth and positively monitoring of the children's emotions.

Strict demands, with negligible parental support, or warmth are observed in authoritarian parenting method (Awong, Grusec &Sorenson, 2008; Baumrind, 1991; Baharudin & Kordi, 2010).Adults reared by authoritative parents, have enhanced

home, health and emotional adjustment than those adolescents who are taken care by parents using authoritarian method (Sartaj & Aslam, 2010).

Emotional instability is generally conceptualized as frequent and intense fluctuations in emotions over time (Larsen & Diener, 1987; Trull et al., 2008). Findings of studies examining emotional instability have been inconsistent. Emotional instability which is also sometimes known as 'borderline personality disorder' (BPD), is the most common type of personality disorder. This condition typically causes individuals to experience intense and fluctuating emotions, which can last anywhere from a few hours to several days at a time. These emotions can range from extreme happiness, euphoria and self-belief, to crushing feelings of sadness and worthlessness later the same day. In addition, it is not uncommon for individuals to experience suicidal thoughts and engage in self-harming behaviours. The rapid and extreme fluctuations in mood that are associated with emotional instability can often make it difficult for sufferers to maintain stable personal relationships.

Some of the symptoms include: impulsivity, mood swings, fear of abandonment, extreme anxiety and irritability, hopelessness, having pattern of shallow or unstable relationships, disassociation of feelings and rapid changing in opinions of others. Emotional instability occurs when someone reacts with intense emotion to low or moderate external cues. The emotional reaction can also take the form of a flood of emotions or jumping from one emotion to the other in quick successions, as if the individual has little or no control over the emotionality of their brain. Emotionality refers to the observable behavioural and physiological component of emotion, and is a measure of a person's emotional reactivity to stimulus emotionality. In some cases emotional instability remains a psychiatric

illness where the brain actually loses functionality as a result of physical brain trauma such as a stroke or serious accident.

On the other hand, emotional stability is having a congruent transition of emotional states and moderate emotional resilience to environmental influences (or cues). Someone who has the ability to cope with general changes in the environment, without responding with an intense emotional reaction, is said to be emotionally stable. The ability to stabilise emotions differs from the ability to regulate emotions. The signs of an emotional stability are calmness of mind and freedom from anxiety and depression (Hay & Ashman, 2003). An emotionally stable person has the attributes of emotional maturity, self-confidence, and stability in their plans and affections (Pavlenko et al., 2009). A large deepening occurs in the development of emotional stability after the age of three years old. This allows the child to maintain a sense of self during periods of brief separation from his or her parents. Regulation also plays an important role in the stability of someone's emotions, in that the ability to control and regulate emotions is an emotionally stabilising factor, whether that be through cognitive therapy or medication. The impact of emotional mind on the brain therefore cannot be underestimated in the study of emotional stability.

Emotional regression can be caused by stress, frustration, or by a traumatic event. Regression in adults can arise at any age; it entails retreating to an earlier developmental stage which can be emotionally, socially, or behaviourally. Insecurity, fear, and anger can cause an adult to regress. In essence, individuals revert to a point in their development when they felt safer and when stress was non-existent, or when an all-powerful parent or another adult would have rescued them. Regression has been portrayed in a positive light on how an individual's regressive tendency is not just a relapse into infantilism, but an attempt to achieve something important which

could be a universal feeling of childhood innocence, a sense of security, reciprocated love, and trust (Balint 1968).

Social maladjustment can be defined as insecure attachment and dissatisfaction with social support. Individuals with childhood histories of sexual or physical abuse commonly have difficulties forming attachments with others, an adjustment disorder resulting from problems in trying to adapt to an alien culture or from having divided loyalties to two different cultures (Briere, 2002) and they are more likely than those who have not been abused to develop and maintain avoidant and anxious attachment styles into adulthood (Baer & Martínez, 2006; Cantón et al., 2015).

Personality disintegration results from distractibility as increased demands of growing older complicate the management of adolescent life. Personality is the dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations and behaviors in various situations (Ryckman, 2004). In studying personality across cultures, it is important to be mindful of the heterogeneity within most cultures with respect to ethnicity, language, education, urbanization and modernization, subgroup differences as well as age and gender differences might be associated with within-culture variability in personality traits. Albert Bandura (1961), a social learning theorist suggested the forces of memory and emotions worked in conjunction with environmental influences.

There are two features of personality that reflects interactions. One is extraversion and the other is agreeableness which is both related to supportiveness. Individuals who are extraverted or have high agreeableness and less emotional stability are often found to be authoritative parents. Permissive and authoritarian

parenting have been connected to problems that leads to low achievement in the academics, they lack emotional and social skills. On the other hand, authoritative parenting usually accompanies the best adaptive style which leads the child to have a healthier moral values and ability to perform intellectually well (Eisenberg, Fabes, & Spinrad, 2006; Ginsburg et al., 2009). These relations have been found through correlational research and not experiments (Feng et al., 2008; Houts et al., 2010). Behaviors that children display are usually shaped by external forces such as school which includes the teaching styles, society where they interact with peer groups and at their homes. There are four major teaching styles, and each of them indicates a different combination of the teacher's commitment and discipline (Barnas, 2000). These different teaching styles can increase and decrease the child's experience. (Aitkin, Anderson & Hintz, 1981; Edwards, 1993; Mugny, Chatar). Just like authoritative parents, teacher can also be authoritative engaging in the child's discipline formation, they are fully committed towards the class and their teaching. These type of teachers are usually seen as Authoritative teachers, like authoritative parents, employ a blend of high involvement and firm but fair discipline. They care about their teaching and their students and students often view them as an accountable and reliable adult who are always willing to lend a helping hand. They give reinforcement when students do well and encourage them when they face difficulties. But there is still not much empirical research done on this in the higher section of education. (Snyder & Bassett, 2011). Some authoritarian teacher's feel that employing this style helps them in dealing with difficulties while delivering their teaching and evaluating their students' performance. When teachers view students as a threat to their confidence they make rigid rules and implement them which offers them a sense of comfort.

Gender differences on Emotional Maturity

1) *Emotional Instability:*

The notion that women are more emotional than men seems to be different depending on the cultural background. Ickes et al. (2000) review of men's and women's verbal expression of empathy showed no sex differences across 7 of 10 studies. They also noted that results demonstrating differences in verbal expressions of empathy were due to participants' being motivated to present themselves in a stereotypical manner rather than biological sex. Furthermore, although both women and men reported experiencing sadness at similar levels, women tended to show more behavioural displays of sadness (i.e., crying), whereas men tended to withdraw or participate in diversionary activities.

Most studies investigating the relation between gender and emotions have been conducted in the Western countries. A general conclusion that can be drawn from such studies is that women do indeed seem to be more emotional but this does not mean that women are better at all emotional responses. (Brody, 1997). Furthermore, one review indicated that men have an advantage in the control of nonverbal expressions of anger (Canary et al., 1997). On the other hand, several of the reviews suggested that these differences in the nonverbal expression of emotion were based more on situational influences than on fundamental sex differences in affective ability. For example, although women were somewhat more nonverbally expressive of sadness than men, this expression seems to be more context dependent than indicative of sex differences in emotionality (LaFrance & Banaji, 1992). Such inconsistencies have also led some researchers to speculate that any conclusions about sex differences in the encoding and decoding of emotion may be influenced by the affective valence or intensity of the situation (Brody & Hall, 1993).

It remains unclear whether gender differences exist in emotional experience. Numerous studies have shown that, compared with men, women usually experience more frequent and stronger negative emotions. This may explain why more women are more prone to mood disorders. Negative stimuli reduce the priming effects on women which is why it was further explained that women are more sensitive to negative stimuli, and this heightened sensitivity interferes with their processing of negative stimuli. Electrophysiological studies have shown that women exhibit greater galvanic skin response and an elevated heart rate (HR) when watching movies that induce feelings of sadness, and their HR is also elevated in response to movies that induce feelings of disgust. Bradley et al. studied startle reflex reactions and revealed that women exhibit a stronger response to negative stimuli. However, an increasing number of studies have shown that men exhibit more intense emotional reactions, particularly to stimuli that are perceived to be threatening (Kret, 2012).

Vigil (2008) indicated that gender differences are the result of people adapting to social structures. Men usually lived in their own tribe, whereas women often marry to other tribes and assume the role of taking care of children. In competitive environments, women must rely on the support of the tribe to ensure that their children receive better care. In stressful situations, women require company and support more than men do. Thus, for women, identifying the emotions and expressions of others and to expressing themselves quickly and effectively are critical. Women often persuade others to help them by expressing strong emotions. For men, their main roles are hunting and protecting family members. Therefore, they must be sensitive to the threat stimuli, including anger, fear, and similar emotions. Gender differences in emotions may have evolved from the need to adapt.

Although men experience strong emotions, gender stereotypes may have made them unwilling to express themselves honestly. Studies have found that gender stereotypes were likely to lead to the observed gender differences in emotional reactions untrue. Men are likely to assess emotions according to social expectations. Social stereotypes require men to be brave and calm, particularly in the face of anger and horror emotions. Thus, even when men experience very strong physiological arousal, they might not report experiencing strong emotions and their assessment might be relatively conservative to make others think they have not been influenced strongly (Fisher, 2005).

2) Emotional Regression:

Regression in adults can arise at any age; it entails retreating to an earlier developmental stage (emotionally, socially, or behaviourally). Insecurity, fear, and anger can cause an adult to regress. In essence, individuals revert to a point in their development when they felt safer and when stress was non-existent, or when an all-powerful parent or another adult would have rescued them.

In adults, regression can appear at any age. When it happens, an adult will retreat to an earlier stage of development—though rare, adults have been known to revert to the age of a toddler and even to the advanced stages of infancy. Any situation that provokes fear, anxiety, anger, insecurity, or other negative emotions can cause this kind of regression. During the episode, most individuals will revert to a time in their lives when they felt safe, likely a time from their developmental years.

3) Social Maladjustments:

Research in the social developmental literature describes distinctions in the prototypical social networks and relationship styles of males and females. These studies show that girls and women spontaneously form, and report a preference for

fewer, but more intimate relationships with their same-sex peers. Males, in contrast, evidence the opposite pattern by usually forming and reporting a preference for larger, but less intimate social networks on average (Geary et al., 2003; Maccoby, 2002; Rose and Rudolph, 2006).

One model that has the potential to explain these gender differences in relationship dynamics is based on a human evolutionary history characterized by male-biased philopatry and male-male coalitional competition. In this type of social system, males tend to remain in closer proximity to their male-kin—this allows them to form strong, kin-based coalitions—while females tend to emigrate into the social networks of their husbands upon marriage (Geary et al., 2003; Wrangham and Peterson, 1996). With this system, males would have been exposed to and reliant upon more daily interactions with kin. In contrast, females would have been dependent upon more daily interactions with non-kin or distantly related kin. A study revealed that adolescent girls are more concerned to advance their social adjustment thus they have a strong desire to take part in social activities and to be socially acceptable than the boys.

4) Personality Disintegration:

Studies (Yanna et al., 2011) showed that women reported higher Big Five Extraversion, Agreeableness, and Neuroticism scores than men. However, more extensive gender differences were found at the level of the aspects, with significant gender differences appearing in both aspects of every Big Five trait. For Extraversion, Openness, and Conscientiousness, the gender differences were found to diverge at the aspect level, rendering them either small or undetectable at the Big Five level. These findings clarify the nature of gender differences in personality and highlight the utility of measuring personality at the aspect level.

Gender differences in personality traits are often characterized in terms of which gender has higher scores on that trait, on average. For example, women are often found to be more agreeable than men (Feingold, 1994; Costa et al., 2001). This means that women, on average, are more nurturing, tender-minded, and altruistic more often and to a greater extent than men. However, such a finding does not preclude the fact that men may also experience nurturing, tender-minded, and altruistic states, and that some men may even score higher in these traits than some women.

Women have been found to score higher than men on Neuroticism as measured at the Big Five trait level, as well as on most facets of Neuroticism included in a common measure of the Big Five, the NEO-PI-R (Costa et al., 2001). Additionally, women also score higher than men on related measures not designed specifically to measure the Big Five, such as indices of anxiety (Feingold, 1994) and low self-esteem (Kling et al., 1999). The one facet of Neuroticism in which women do not always exhibit higher scores than men is Anger, or Angry Hostility (Costa et al., 2001). Women consistently score higher than men on Agreeableness and related measures, such as tender-mindedness (Costa et al., 2001).

Wani (2015) revealed that there is significant difference between male and female, post graduate university students and research scholars on personality disintegration dimension of emotional maturity. Study showed that males and total post graduate students are emotionally immature than females and research scholars respectively on personality disintegration dimension of emotional maturity.

The differences in the personality disintegration dimension of emotional maturity males and females may be due to the fact that males become anxious very soon. Their feeling of insecurity, lack of ability to adjust makes them emotionally

immature. They may get annoyed easily by things and people, showing marked dissatisfaction. They get frustrated easily as compared to females. Whereas females face the society and strenuous situations rather than running away from it. They have the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and are capable of delaying or revising their expectations in terms of demands of the situations. This makes females at emotionally mature than males.

5) *Lack of Independence:*

It is often believed that women are superior at mentalizing and therefore more trusting, pro-social and cooperative than men. It is possible that higher trust, pro-sociality and social reciprocity become increasingly apparent in developing females compared to males as a consequence of differential developmental trajectories or societal demands

One early study on trust in adolescence reported no gender differences in trust (Van den Bos et al., 2010), while a more recent study found that boys show higher trust towards others than girls as often reported in adults. According to social role theory, the male gender role promotes agentic, instrumental, and outcome-based behavior, while females are thought to adopt a more communal and interpersonal facilitative behavior. Research has shown that the relationship between expected returns and trusting behavior is stronger among men, suggesting that they might approach interactions more strategically, so that they are mainly beneficial to themselves, looking to maximize the own outcome.

Gender differences on Parenting Styles

Studies show that there are obvious difference between boys and girls and that may lead to differences in parenting. According to Alter, girls tend to excel in

verbal skills than boys. They tend to comply with the verbal instructions of parents if it is rational in tone. On the other hand, the boys are more likely to ignore the verbal instructions of the parents and more focussed on actions. Research suggested that both boys and girls face different issues in life. So, the parenting is modified according to those issues. For example, parenting of sons is much harder when it comes to discipline and physical safety. Whereas, parenting of daughters is tough when it comes to self-esteem issues. According to Leaper, studies show that girls need more emotional support and boys need more independence from parents. Therefore girls need more parental acceptance and boys need more parental autonomy granting. Mothers and fathers practice different parenting styles for their children; this combination correlates to individual problems in emotional adjustment (Mckinney & Renk 2008).

There are different theoretical evidences that support gender differences in parenting. Chodrow (1978) presented a psychoanalytical view about the gender differences in parenting. According to this theory, mother and daughter are of same sex therefore the daughter's identification with mother is much stronger than sons. Block (1976) based her work on reciprocal role theory given by Johnson(1976) and suggested that the father demonstrated greater differential treatment between sons and daughters than the mothers. Thus, father promoted greater traditional gendered typed behaviour in sons and daughters, for example sons are encouraged to be independent in their behaviour and daughters to be more dependent. According to Bem's Gender Schema theory (1981), males and females act according to the appropriate cultural definition of gender. Parents expect that the sons would take up the role of main bread earner and daughters would perform role of caregiving.

Therefore, mothers and fathers may encourage different behaviours in their sons and daughters in accordance to their schema of gender.

1) Authoritative Parenting Style:

The children of authoritative parents have higher levels of self-esteem, moral development, interest, motivation and academic performance; they also have an internal attribution style, consume alcohol and other drugs less frequently, are less likely to succumb to negative peer group pressure and have fewer behavioural problems. Kausar and Shafique's (2008) study found that female adolescents perceived their fathers to be more authoritative, while male adolescents perceived their mothers to be more authoritative. It was also found that mothers used authoritative parenting styles with daughters more than sons. This means that mothers adopted more nurturing, caring and rational style with their daughters as compared to the sons. Therefore, daughters experienced more positive parenting from mothers as compared to sons.

2) Authoritarian Parenting Style:

Studies have found that parents are biased in their parenting styles depending on the child's gender. Authoritarian parenting, especially physical punishment, is mostly used for boys while girls, on the other hand, are given more reasoning (McKee et al., 2007) suggest that parents may be basing their parenting style on the gender role stereotype that only boys require physical discipline to alter their behaviour. Also, it was stated that girls are raised to be more affectionate and sensitive, possibly affecting their empathy levels in future life. In terms of discipline, a meta-analysis revealed that girls are more likely to receive paternal psychological controlling such as being ignored rather than direct, physical punishment which is more common between fathers and sons. Baumrind (1972) indicated that

authoritarian parenting is beneficial in the upbringing of girls in African American families but not for boys.

3) Permissive Parenting Style:

Children of permissive parents exhibit characteristics such as low self-control, irresponsibility, low ego strength, and self-centered motivation associated with inattentive parenting (Steinberg, L. et al 1989 ; Lamborn, et al ., 1991 ; Berzonsky, 2004 ; Turner, et al ., 2009). Children raised by permissive parents tend to have unsatisfactory academic competence and are more likely to be delinquent (Baumrind, 1991; Kim & Chung, 2003). Permissive parenting is potentially harmful because it fails to give children a sense of personal achievement.

A study of Palestinian Arabs found that boys with permissive parents were more likely to suffer from low self-esteem, anxiety, and depression. Similarly, a study tracking American kids for over 10 years found that some children – pre-schoolers who were behaviourally inhibited were more likely to develop anxiety and depression if they were raised by permissive parents.

Ecological differences on Emotional Maturity:

Aleem (2005) examines difference between the mean scores of male and female students on emotional stability and revealed that male students are found to be more emotionally stable than female students. Hay and Ashman (2003) investigated gender differences associated with the development of adolescents' sense of general self-concept and emotional stability were investigated with 655 adolescents. Relationships with parents were important for males' emotional stability, but not females. Peer relations were more influential in the formation of adolescents' emotional stability than parental relationships. A study from Kasinath (2003) highlighted the male and female student's adjustment with academic achievement

and found that students with better social and emotionally adjusted had good academic scores and also found that male students had more problems in the areas of emotional, moral and religious than females.

Goswami. N. (1980) conducted a study on adjustment problems of school going adolescence girls and found put that most of the problems increase with age. Study revealed that adolescents from higher and upper middle class family were significantly more personally adequate than those from rest of the classes whereas, on social adequacy component, adolescents from higher class were observed to be significantly lower than those from rest of the family classes. Adolescents from higher income family were seen to be significantly more socially adjusting and independent than those specifically from lower income family. On the whole adolescents from higher income family were seen to be significantly more emotionally mature in comparison to the ones from other classes.

Ecological differences on Parenting Style:

Significant differences were found between mothers of rural and urban areas in parenting style, namely authoritative, authoritarian and permissive but, a significant differences between fathers of rural and urban areas in parenting style namely, authoritative and authoritarian. When a child grows up from a happy home environment they usually have better adjustment skills. Children who belonged to urban area had better adaptive behaviour than children who belonging to rural area. This may be because parents of urban area provide better home environment and other facility to their children.(Rani & Singh 2013)

It is evident from the study that reviewed that authoritative parenting style is considered the most favoured amongst the other. (Melnick & Hinshaw, 2000; Timpano et al., 2010). Children from authoritative parenting have the benefit of

better adjustment skills to social settings as compared to other parenting style. This parenting style brings about positive results among the children (Jackson & Schemes, 2005).

Interesting findings could be noted when parental perceptions of their own parenting styles were compared with children's perception of their parents parenting styles. More children from urban families found their father to be authoritarian than what fathers themselves claimed. And more children found their mothers to be authoritative than what their mothers themselves claimed. Interestingly, the differences between mothers and children were much greater than the differences between fathers and children's perceptions.

Parenting styles have been found to apply across cultures and classes, but research has shown that in all cultures parents with lower SES are more likely to use 'authoritarian' parenting styles than those in higher SES brackets (Hoff et al., 2002). However, the positive effects of authoritative parenting differ somewhat across cultures (Dornbusch et al., 1987) In order to explain this anomaly, Darling and Steinberg (1993) examined the research literature on parenting style and concludes that parenting style should be separated from parenting goals and parenting practices. This is important because it means that two sets of parents living in different social or cultural contexts can use similar parenting practices (e.g. discipline their children in a similar way), but that the meaning of these practices and the outcomes for the children may differ depending on the overall style of parenting in the family which provides the context for the discipline

CHAPTER II
STATEMENT OF THE PROBLEM

As one grows up their emotional stability keeps developing. A matured person is expected to understand situation without anyone's help and realize his duties and responsibilities. The person will not act in an irresponsible manner under emotional stream and waste his time and energy over imaginary problems, develops qualities like self- control, politeness, sympathy, co-operation tolerance, and emotional stability.

Parenting plays an important role in bring up a child and since family is a child's first institution therefore, children learn many things while at home and with parents. Not only does parenting mould a character and personality, it plays a crucial part in strengthening one's emotions and feelings.

Emotions are the motivating factors that affect one's action, behaviour, and thoughts. They affect us both in negative as well as positive in mental and physical health. Maturity is important for a healthy emotional development; it is a kind of process that makes people more matured in emotional condition. Emotional maturity is an effective element of personality pattern and helps to regulate the growth of adulthood development. It is the ability to make decisions and stand by it. Maturity is the ability to live up to the responsibilities of a love relationship and this means being dependable. The emotional maturity becomes important in behaviour of individuals it can be developed through experiences on how well they are applied and practiced in our daily life. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behaviour is constantly influenced by the emotional maturity level that we possess.

Parenting style differs from one culture to another even within the same family, parenting style solely depends on the parents themselves. As for this reason, it is difficult to say which the best parenting style is. But what matters the most, is how a child has developed, how he/she functions in his/her daily life, how they cope with stress and how they deal with others under different circumstances.

In the present Mizo social society, family plays a socialization agent that has undergone drastic changes which results in changes in the family structure, relationship patterns and attachment levels. Parenting styles and parental attitude towards children has also changed. Family, which plays an important role in the personality and emotional maturity development, is undergoing structural, emotional and interactional transformations. One important key to surviving in this fast pace world is to be able to control negative feelings in an authentic, real and healthy way and develop a positive attitude, patience and confidence.

Emotional maturity has a vital role in shaping personality, attitude and behavior of a person. It can be considered as the landmark of balanced personality. Emotional reactions are mostly instantaneous i.e. it happens before there is time for deliberate thinking. So it is very important to have an ability to control and manage emotions effectively. (Myers, 2012).

About the targeted population-Mizo:

The origin of the Mizos, like those of many other tribes in the north-eastern India, is shrouded in mystery. The people living in the Mizo Hills were generally referred to as the Cucis or Kukis by their neighbouring ethnic groups which was also a term adopted by the British writers. The claim that 'The Kukis are the earliest known residents of the Mizo hills area,' must be read in this light. The majority of the

tribes classified as "Mizo" today most likely migrated to their present territories from the neighbouring countries in several waves, starting around 1500 CE.

The great majority of Mizoram's population consists of several ethnic tribes who are either culturally or linguistically linked. These ethnic groups are collectively known as Mizos (*Mi* means People, *Zo* meaning the name of a progenitor; Mizo thus is People of Zo origin). Mizo people are spread throughout the north-eastern states of India, Burma, and Bangladesh. They belong to numerous tribes; however, to name a particular tribe as the largest is difficult as no concrete census has ever been undertaken.

Mizoram is the 23rd State of the Indian Union, perching on the high hills of the north eastern corner of India; it is flanked by Bangladesh on the west and Myanmar on the east and south. The inhabitant of the Mizoram state are known as Mizo (Lushai) and tribes have the major community; Pawi, Lakher, Any Kuki Tribes, and Hmar are the other sub tribes of the Mizo. Historians believe that the Mizos are a part of the great wave of the Mongolian race spilling over into the eastern and southern India centuries ago. The Missionaries introduced the Roman script for the Mizo language and formal education. The customs, practices and usages, the languages and the songs and thoughts of the different tribes and sub-tribes have, through a very long process, fused and mingled together into what is now known as the Mizo Tribe and the Lusei dialect has become the lingua franca of the Mizos.

The fabric of social life in the Mizo society has undergone tremendous changes over years. Before the British moved into the hills, for all practical purposes the village and the clan formed units of Mizo society. Mizos are a close-knit society

with no class distinction and no discrimination on grounds of sex. Ninety per-cent of them are cultivators and the village exists like a big family. Birth of a child, marriage in the village and death of a person in the village or a community feast arranged by a member of the village are important occasions in which the whole village is involved.

The Mizos being patriarchal, property is inherited by men rather than women. The family property usually goes to the youngest son although the father may leave shares to other sons, if he desires. If a man has no sons, his property is inherited by the next kin on the male side. If a man dies leaving a widow and minor children, a male relation (who usually happens to be a brother of the deceased) takes charge of the family and looks after the property until one of the sons comes of age. If no such male relative is around, then the widow acts as a trustee of her husband's property until such times as his son or sons are old enough to inherit it.

However, although the youngest son of the family is the natural or formal heir to his father under the Mizo customary laws, in actuality the paternal property is generally divided among all sons. The youngest of them gets a preferential treatment in that he would get the first choice of the articles, and he would get two shares of the cash in case of one each for the other brothers. A daughter or a wife can inherit property only if the deceased has no heir on the male side. Women, however, are entitled to their own property. The dowry, called 'thuan', she gets during the marriage from her parents is exclusively her own property. However, a written 'will' formally executed may now confer woman the right to inherit the family property.

In Mizoram the most commonly used parenting style is authoritative parenting style. Previous studies revealed that authoritative parenting children are

more expected to become better articulators of their emotions (Olowodunoye & Titus, 2011) which could also be the same case in Mizoram. Due to the ecological differences parenting styles may also differ. While in rural areas parents tend to be more of Authoritarian rather than Authoritative. With different parenting style one's emotional maturity may differ from the others as well.

Looking into the scene of adults, especially teachers, emotions play an important role in their workplace as it contributes a lot in the decision making because teaching requires much of emotion work. When one is not in a good emotional state it is important how we control our emotional turmoil without causing difficulties to our colleagues. On top of emotions playing a crucial role, parenting style also contributes to how one function in their workplace. A study regarding parenting styles on different cultures has been done; emotional maturity has also been studied on adolescents and students as well but studies on adults in Mizoram has not been done so far and for this reason being, the researcher is keen to find out the relation between how different parenting style has an effect on the emotional maturity of adults.

OBJECTIVES OF THE STUDY

1. Based on the theoretical frame work and literate available, the following objectives were frame for the present study. To examine the level of Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
2. To study the relationship between the dependent variables Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social

Maladjustment, Personality Disintegration and Lack of Independence among the samples.

3. To examine the independent effect of 'ecology' and 'gender' on the dependent variables among the samples.
4. To examine the interaction effect of 'ecology' and 'gender' on the dependent variables among the samples.
5. To determine the perceived parenting style prediction on Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.

HYPOTHESES

To meet the objectives of the study, the following hypotheses were framed for the present study:

- 1) It is expected that there will be a different level of scores on Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
- 2) It is expected that there will be a significant relationship between Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
- 3) It is expected that there will be a significant independent effect of 'ecology' and 'gender' on Authoritative, Authoritarian, Permissive, Emotional

Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.

- 4) It is expected that there will be a significant interaction effect of 'ecology' and 'gender' on Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
- 5) It is expected that perceived parenting style will predict Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of independence among the samples.

CHAPTER III
METHODS AND PROCEDURE

SAMPLE

160 Mizo (Adults) High School teachers comprises of male and females with equal well representation of 80 urban and 80 rural adult samples, and also both gender- male and female samples (80 Female and 80 Male adults) serve as sample who were selected by using multi-stage random sampling procedures from different parts of Mizoram, whose service length was more than 5 years but not more than 10 years and all of them have been working in private High School which was run by faith based or NGO. Other extraneous variables were controlled with the help of socio demographic profiles such as age, sex, education qualification, parental income, permanent address, marital status, no of family members and so on.

Sample characteristic table:

Gender	Urban	Rural	Total
Male	40	40	80
Female	40	40	80
Total	80	80	160

Design of the study:

The study shall employ 2X2 factorial design of equal representation of 'ecology' (Urban and Rural samples) and 'gender' (male & female). In view of the foregoing, 80males and 80females of working adults (High School Teachers) of equal representation of urban and rural areas of Mizoram served as the main design of the study.

Therefore, 2 gender (male and female) x 2 ecology (urban and rural) factorial designs was imposed on the measures of parenting styles and emotional maturity scales.

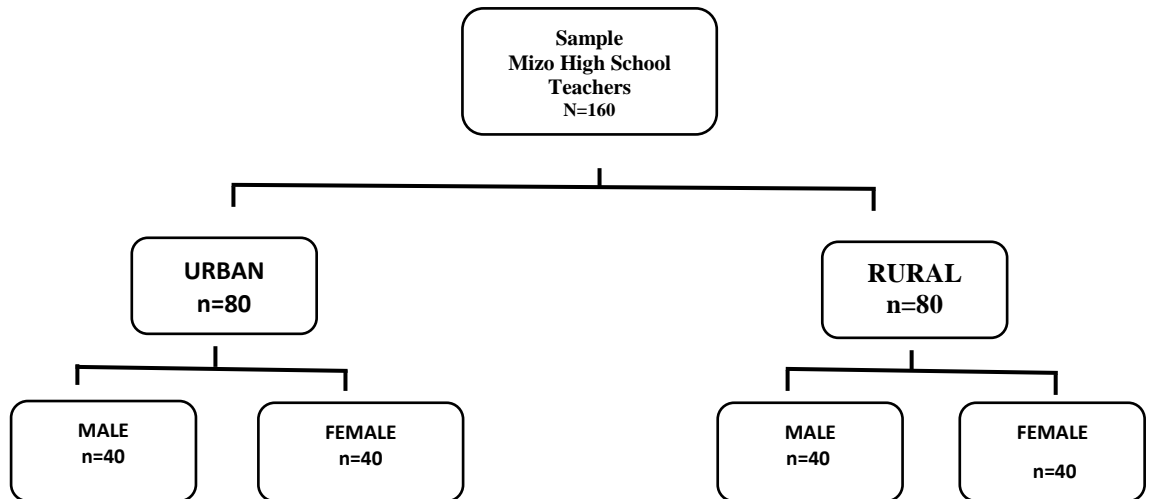


Fig: Factorial Design of the Study

Psychological tools used:

- 1) **Parental Authority Questionnaire (PAQ;** Buri (1991) developed a self-report measure asking an adult to respond to how their parents acted toward them, from the point of view of the child (of any age). It contained three parenting styles- Authoritarian, Authoritative, and Permissive parenting styles questions which were embedded in the questionnaire and in a random order.

In addition, the PAQ was designed as a measure of Baumrind's (1971) three authority, disciplinary practices of warmth, demands, expectations and control parenting styles. The measure consists of 30 items, 10 for each of the different styles of parenting in a five point Likert format ranging from

strongly agree to disagree. The reliability of the PAQ was found to be .77 to .92 in a test re-test check over a two-week period of time (Buri, 1991). Validity for the PAQ was found to be .74 to .87 for the subscales (Buri, 1991). High score indicate high used of that parenting style.

- 2) **Emotional Maturity Scale** (EMS; Singh & Bhargava, 1991). This scale measures a list of five broad factors of Emotional Immaturity-*Emotional Instability, Emotional regression, Social Maladjustment, Personality Disintegration, Lack of Independence*. It is a self-reporting five point scale. Items of the scale are in question form demanding information for each in any of the 5 options: Always, Mostly, Uncertain, Usually, Never. The items were scored as 5, 4, 3, 2, and 1 respectively. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice versa. The scale has total 47 items. Reliability of the scale was determined by test retest reliability which was 0.75 and internal consistency for various factors ranged from .42-.86.

Procedure:

The appropriateness of the selected Psychological scales was checked for the target population by conducting pilot study, was found trustworthy ($\alpha = .60$ above in all sub-scales). The identification of the sample was done to meet the objectives of the study whose service length was more than 5 years but not more than 10 years and all of them have been working in private High School which was run by faith based or NGO. After building rapport and obtaining the necessary consents of the subject, require permission were procured from the identified samples. Then administration of the psychological test was conducted following APA code of ethics 2002,

especially, the anonymity, confidentiality and ethics as cited/formulated. All the completed responses were carefully screened, cleaned, coded and tabulated for further analysis. The data cleaning process was incorporated in screening for incomplete responses, outliers and social desirability responses.

Statistical Analyses:

Psychometric properties of each of the scale and subscales of the psychological measures was attempted to be ascertained to test the hypothesis set forth for the study, that

Descriptive statistics (mean, SD, skewness, kurtosis etc.) was employed to provide an outline of the general characteristics of the variables under study.

Univariate, bivariate and multivariate assumptions was considered prior to advance statistical treatments, wherein required necessary transformation shall be done for the scales/subscales of the psychological measures.

Univariate, bivariate and multivariate statistics was attempted to highlight the impact of socio-demographic variables on PAQ and EMS.

CHAPTER IV
RESULTS AND DISCUSSION

160 Mizo (Adults) High School teachers comprises of males and females with equal well representation of 80 urban and 80 rural adult samples, and also both gender- male and female samples (80 Female and 80 Male adults) served as sample who were selected by using multi-stage random sampling procedures from different parts of Mizoram, whose service length was more than 5 years but not more than 10 years and all of them have been working in private High School which was run by faith based or NGO. The targeted population were selected for the study of perceived parenting style in relation to emotional maturity.

The missing and outlier of data were screened in the raw data, mean and standard deviation were worked out to study the general nature of the samples; psychometric adequacy was checked to determine the trustworthiness of the scale and subscale for the present study like Normal probability curve, reliability, homogeneity was working out. The relationship between the variables was also analysed (Pearson's Correlations) between dependent variables, independent effect and interaction effect on dependent along with a prediction of parenting style on other dependent variables were calculated to meet the objectives of the study.

The summary of the findings may be outlined following the hypotheses set forth as follows:

Table-1: Showing Psychometric adequacy of the scale and subscales of the tests: Normal Probability Curve (Mean, SD, Kurtosis, Skewness), Reliability (Alpha & Split half), and Homogeneity test (Levene's statistics and Brown Forsyth).

Independent Variables		Statistics	Emotional Maturity					Parenting styles		
Ecology	Sex		EI	ER	SM	PD	LI	P	AN	AV
.	Female	Mean	33.53	33.35	27.80	27.48	22.63	34.88	38.78	26.70
		SD	9.01	2.56	2.21	4.01	3.12	1.72	2.24	2.57
		Kurtosis	0.39	-1.06	-1.02	-1.23	-0.64	-0.52	-0.98	-0.81
		Skewness	-1.09	0.29	0.16	-0.03	-0.40	-0.17	0.41	-0.44
	Male	Mean	28.45	27.35	22.55	22.60	17.93	30.65	32.45	32.08
		SD	7.42	2.31	2.41	5.06	3.87	2.16	2.16	2.47
		Kurtosis	-1.10	1.12	0.16	-0.95	-0.96	0.58	1.69	1.84
		Skewness	0.08	1.93	-0.11	0.09	-0.00	-1.09	1.18	-1.65
Rural	Female	Mean	26.93	23.41	18.22	22.46	17.10	28.00	31.73	35.98
		SD	8.22	2.74	4.07	3.98	3.43	1.88	3.09	2.90
		Kurtosis	-0.81	0.53	-1.40	-0.46	-0.47	-1.28	-0.70	0.09
		Skewness	-0.47	0.21	-0.36	-0.16	-0.02	0.07	-0.39	-0.65
	Male	Mean	24.65	18.40	16.13	19.63	14.70	26.10	25.85	41.35
		SD	7.89	2.74	2.56	3.99	3.56	2.54	2.14	3.43
		Kurtosis	-1.27	-0.43	0.2	-0.87	-0.71	-1.28	-0.98	-0.85
		Skewness	-0.07	0.34	-0.96	0.17	0.18	0.13	-0.22	-0.24
Urban	Female	Mean	28.38	25.61	21.16	23.04	18.08	29.89	32.20	34.04
		SD	8.71	6.05	5.33	5.10	4.51	3.89	5.18	6.07
		Kurtosis	-0.91	-0.75	-0.76	-0.69	-0.76	-	-	-0.63
		Skewness	-0.25	0.09	-0.03	0.08	0.031	0.06	0.05	0.07
	Male	Alpha reliability	.83	.91	.81	.74	.81	.70	.86	.89
		Split half reliability	.76	.91	.74	.67	.74	.61	.87	.82
		Levene's statistics (Homogeneity test)	.96	.32	.10	.21	.51	.06	.07	.08
		Brown Forsyth (Homogeneity test)	.00	.00	.00	.00	.00	.00	.00	.00

{Dependent Variables: EI=Emotional Instability, ER=Emotional Regression, SM=Social Maladjustment, PD=Personality Disintegration, LI=Lack of Independence, PM=Permissive, AN= Authoritarian, AV=Authoritative}

Figure-1: Showing the Mean difference of dependent variables for the four comparison groups.

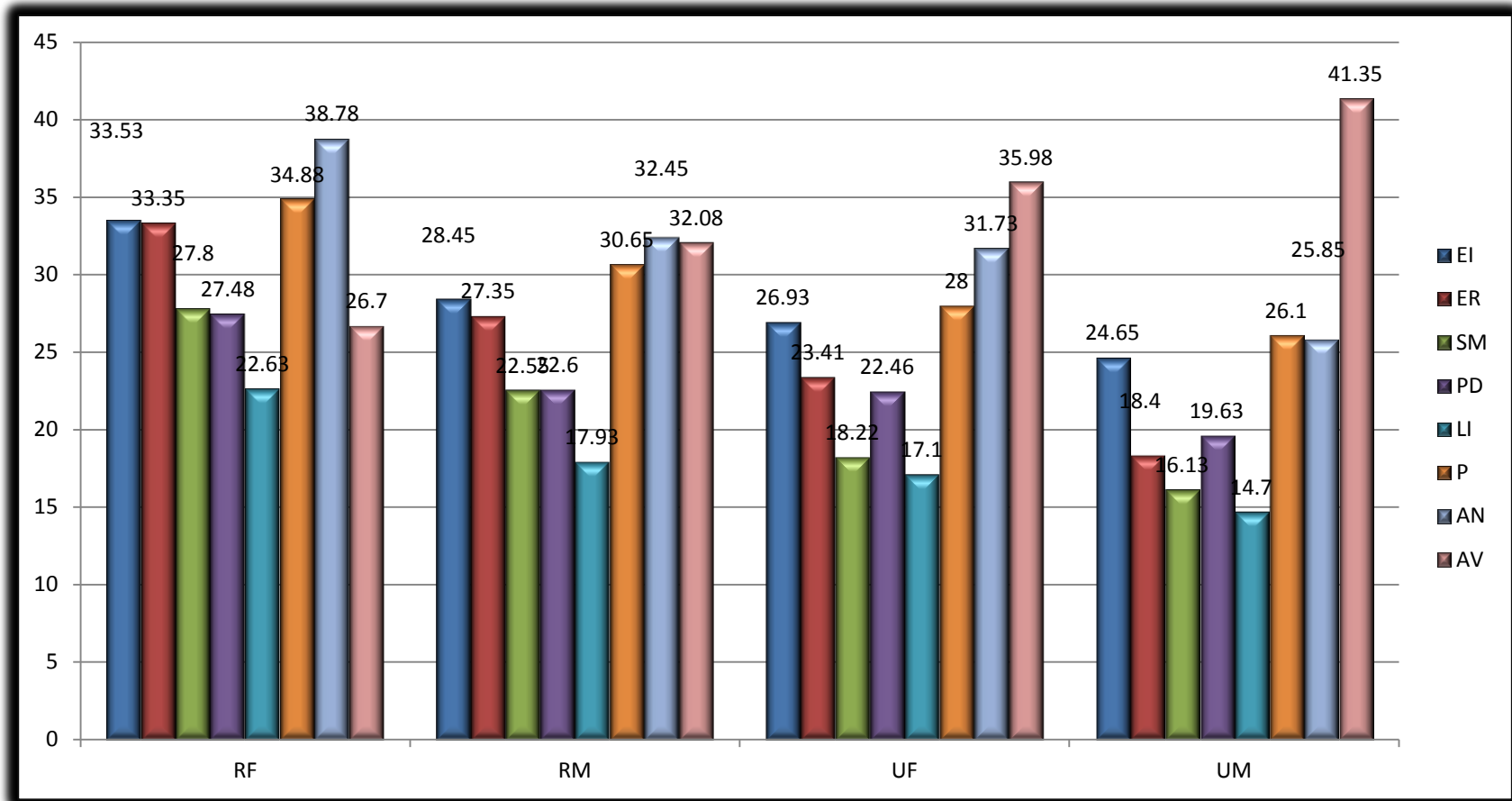


Table-1 highlights the mean differences and standard deviation of the scale and sub-scales for the targeted population. On emotional instability rural females scored higher ($x\bar{=}33.53$) as compare to rural males ($x\bar{=}28.45$). On emotional regression rural females scored ($x\bar{=}33.25$) while rural males scored lower ($x\bar{=}27.35$). Rural females scored higher on social maladjustment ($x\bar{=}27.80$) as compare to rural males ($x\bar{=}22.55$). On personality disintegration rural females accounted higher ($x\bar{=}27.48$) while males scored a bit lower ($x\bar{=}22.60$). Studies by Wani (2015) revealed that there is significant difference between male and female on personality disintegration dimension of emotional maturity. Lack of independence on rural females was higher ($x\bar{=}22.63$) as compared to males ($x\bar{=}17.93$).

Rural females scored higher ($x\bar{=} 34.88$) than males ($x\bar{=} 30.65$) on permissive parenting style. Rural males scored ($x\bar{=}32.45$) on authoritarian parenting style while females scored higher ($x\bar{=} 38.78$). On authoritative parenting style rural males scored higher ($x\bar{=} 32.08$) than females ($x\bar{=}26.70$). A study in 2008 by Kausar and Shafique found that female individuals perceived their fathers to be more authoritative, while male individuals perceived their mothers to be more authoritative.

Urban females on emotional instability scored higher ($x\bar{=}26.93$) as compare to urban males ($x\bar{=}24.64$). On emotional regression urban females scored ($x\bar{=}23.41$) while urban males scored lower ($x\bar{=}18.40$). Urban females scored higher on social maladjustment ($x\bar{=}18.22$) as compare to urban males ($x\bar{=}16.13$). Urban females accounted higher on personality disintegration ($x\bar{=}22.46$) while males scored ($x\bar{=}19.63$).Lack of independence on urban females was higher ($x\bar{=}17.10$) as compared to males ($x\bar{=}14.10$).

On permissive parenting style urban females scored higher ($x\bar{=} 28.00$) than males ($x\bar{=} 26.10$). Urban females scored ($x\bar{=}31.73$) on authoritarian parenting style while males scored lower ($x\bar{=} 25.85$). On authoritative parenting style urban males scored higher ($x\bar{=} 41.35$) than females ($x\bar{=}35.98$).Melnick and Hinshaw (2000) studies showed that authoritative characteristics shown by parents are warmth, monitoring, and firmness and influences the children's emotions positively.

The SD's for all the sub-scales shows that they all lie in an acceptable range and the Skewness and Kurtosis also shows that none was higher than 2 which further indicated that they are distributed within acceptable range. The Cronbach's Alpha

and Split-half reliability revealed that none was $>.50$ instead $<.60$ which indicated an ideal reliability and trustworthiness of the scales and sub-scales. Levene's test of homogeneity highlighted that the scales and sub-scales are $<.05$ which indicated that further parametric analysis is acceptable while Brown Forsythe test reveals to be all significant highlighting the trustworthiness of the scales and sub-scales.

Table-2: Showing Mean difference between gender, ecology and among four comparison groups.

Independent Variables		Emotional Maturity					Parenting Styles		
Ecological	Gender	Emotional Instability	Emotional regression	Social Maladjustment	Personal Disintegration	Lack of Independence	Permissive	Authoritarian	Authoritative
Rural	Female	33.53	33.35	27.80	27.48	22.63	34.88	38.78	26.70
	Male	28.45	27.35	22.55	22.60	17.93	30.65	32.45	32.08
Urban	Female	26.93	23.41	18.22	22.46	17.10	28.00	31.73	35.98
	Male	24.65	18.40	16.13	19.63	14.70	26.10	25.85	41.35
Ecological difference	Rural	30.99	30.35	25.18	25.04	20.28	32.76	35.61	29.39
	Urban	25.80	20.94	17.19	21.06	15.91	27.06	28.83	38.63
Gender difference	Female	30.99	30.35	25.18	25.04	20.28	32.76	35.61	29.39
	Male	25.80	20.94	17.19	21.06	15.91	27.06	28.83	38.63
Total Samples		28.38	25.61	21.16	23.04	18.08	29.89	32.20	34.04

{Dependent Variables: EI=Emotional Instability, ER=Emotional Regression, SM=Social Maladjustment, PD=Personality Disintegration, LI=Lack of Independence, PM=Permissive, AN= Authoritarian, AV=Authoritative}

Results (**Table 2**) showed rural female ($x\bar{=}33.53$) scored highest on EI; followed by rural male ($x\bar{=}28.45$) then urban female ($x\bar{=}26.93$) and urban male scored the lowest ($x\bar{=}24.65$). Aleem (2005) studied emotional stability and revealed that male students are found to be more emotionally stable than female students. Rural female ($x\bar{=}33.35$) scored the highest on ER which is followed by rural male ($x\bar{=}27.35$), urban female ($x\bar{=}23.41$) scores higher than male ($x\bar{=}18.40$). On SM rural female ($x\bar{=}27.80$) scored the highest followed by rural male ($x\bar{=}22.55$); urban female ($x\bar{=}18.22$) and urban male ($x\bar{=}16.13$). Rural female ($x\bar{=}27.48$)

scored highest on PD; followed by rural male ($x = 22.60$); urban female ($x = 22.46$) and lastly urban male ($x = 19.63$).

Gondalia (2019) found a significant difference between males & females with respect to Social maladjustment.

Rural female on LI ($x = 22.63$) scored highest; followed by rural male ($x = 17.93$); urban female ($x = 17.10$) and urban male scored the lowest ($x = 14.70$). On permissive parenting style, rural female ($x = 34.88$) scored the highest followed by rural male ($x = 30.65$); urban female ($x = 28.00$) and urban male ($x = 26.10$). Rural female ($x = 38.78$) scored the highest on authoritarian followed by rural male ($x = 32.45$); urban female ($x = 31.73$) and urban male ($x = 25.88$). In authoritative parenting style, urban male ($x = 41.35$) scored the highest followed by urban female ($x = 35.18$); rural male ($x = 32.08$) and rural female ($x = 26.70$) scored the least.

Results further highlights the ecological differences on EI, ER, SM, PD and LI that rural scores higher than urban samples. On parenting style, rural scores higher on permissive and authoritarian whereas urban scores higher on authoritative parenting style.

Results also revealed that gender differences exist on EI, ER, SM, PD and LI where rural scores higher. Rural scores higher on permissive and authoritarian while urban scores higher in authoritative parenting style.

Table-3: Showing the significant correlations (Pearson's Correlations) between dependent variables

Correlations									
	Emotional Instability	Emotional regression	Maladjustment	Disintegration	Lack of Independence	Permissive	Authoritarian	Authoritative	
Emotional Instability	1	.37**	.39**	.33**	.38**	.41**	.35**	-.34**	
Emotional Regression		1	.78**	.51**	.62**	.77**	.79**	-.83**	
Social Maladjustment			1	.41*	.57**	.72**	.77**	-.75**	
Personality Disintegration				1	.90**	.42**	.46**	-.48**	
Lack of Independence					1	.50**	.53**	-.55**	
Permissive						1	.75**	-.75**	
Authoritarian							1	-.79**	
Authoritative								1	
**. Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).									

{Dependent Variables: EI=Emotional Instability, ER=Emotional Regression, SM=Social Maladjustment, PD=Personality Disintegration, LI=Lack of Independence, PM=Permissive, AN= Authoritarian, AV=Authoritative}

The above **Table 3** showed that EI had a significant positive relation with ER ($r=.37$), SM($r=.39$), PD($r=.33$), LI($r=.38$), P($r=.41$), An($r=.35$) and a negative relation with Av ($r=-.34$). It also shows that ER had a significant positive relation with SM ($r=.78$), PD($r=.51$), LI($r=.62$), P($r=.77$), An($r=.79$) and a negative relation with Av

($r=-.83$). SM had a significant positive relation with PD($r=.41$), LI($r=.57$), P($r=.72$), An($r=.77$) and a negative relation with Av ($r=-.75$). On LI a significant positive relation is highlighted between P($r=.50$), An($r=.53$) and a negative relation with Av ($r=-.55$). P had a positive significant relation with An($r=.75$) and a negative relation with Av($r=-.75$) and An had a negative relation with Av ($r=-.79$). Studies by Johnson & Cohen (2005) on authoritative parents reveal that their children are more likely to be successful academically, become better articulators of their emotions. Permissive and authoritarian parenting has all been associated with a variety of problematic personal, social and emotional characteristics that can play out in academic settings in the form of anxiety and low achievement (Eisenberg, Fabes, & Spinrad, 2006). Adults reared by authoritative parents, have enhanced home, health and emotional adjustment than those adolescents who are taken care by parents using authoritarian method (Sartaj & Aslam, 2010).

Table-4: Showing the Independent effect of ‘Ecology’ on dependent variables (One Way ANOVA)

Independent Variable	Dependent Variables	Sum of Squares	F	Sig.	Eta Square
Ecology Independent effect	Emotional Instability	1082.06	15.55	0.00	0.09
	Emotional Regression	3565.23	247.45	0.00	0.61
	Social Maladjustment	2569.35	206.35	0.00	0.56
	Personality Disintegration	636.20	28.69	0.00	0.15
	Lack of Independence	765.61	48.80	0.00	0.23
	Permissive	1308.03	185.17	0.00	0.54
	Authoritarian	1853.07	120.73	0.00	0.43
	Authoritative	3437.90	222.40	0.00	0.58

{Dependent Variables: EI=Emotional Instability, ER=Emotional Regression, SM=Social Maladjustment, PD=Personality Disintegration, LI=Lack of Independence, PM=Permissive, AN= Authoritarian, AV=Authoritative}

Results (**Table-4**) showing the significant independent effect of **ecology** on EI (F=15.55; $p<.01$; $\eta^2 =.09$) with effect size of 9%. ER (F=247.45; $p<.01$; $\eta^2 =.61$)

with effect size of 61%.SM(F=206.35; $p<.01$; $\eta^2=.56$) with effect size of 56%., PD(F=28.69; $p<.01$; $\eta^2=.15$) with effect size of 15%., LI(F= 48.80; $p<.01$; $\eta^2=.23$) with effect size of 23%., PM(F=185.17; $p<.01$; $\eta^2=.54$) with effect size of 54%, AN(F= 120.73; $p<.01$; $\eta^2=.43$) with effect size of 43%., AV (F=222.40; $p<.01$; $\eta^2=.58$) with effect size of %58.

Table-5: Showing the Independent effect of ‘Gender’ on dependent variables (One Way ANOVA)

Independent Variable	Dependent variable	Sum of Squares	F	Sig.	Eta Square
Gender Independent effect	Emotional Instability	527.36	7.22	0.00	0.04
	Emotional Regression	1222.37	41.94	0.00	0.21
	Social Maladjustment	586.01	23.51	0.00	0.13
	Personality Disintegration	628.27	28.27	0.00	0.15
	Lack of Independence	548.20	32.14	0.00	0.17
	Permissive	372.52	28.77	0.00	0.15
	Authoritarian	1541.69	89.07	0.00	0.36
	Authoritative	1159.00	38.90	0.00	0.20

{Dependent Variables: EI=Emotional Instability, ER=Emotional Regression, SM=Social Maladjustment, PD=Personality Disintegration, LI=Lack of Independence, PM=Permissive, AN= Authoritarian, AV=Authoritative}

Table 5 highlights the significant independent effect of **gender** on EI (F=7.22; $p<.01$; $\eta^2=.04$) with effect size of 4%. ER (F=41.94; $p<.01$; $\eta^2=.21$.) with effect size of 21%.,SM (F=23.51; $p<.01$; $\eta^2=.13$.) with effect size of 13%., PD (F=28.27; $p<.01$; $\eta^2=.15$.) with effect size of 15%., LI(F=32.14; $p<.01$; $\eta^2=.17$) with effect size of 17%., PM (F=28.77; $p<.01$; $\eta^2=.15$) with effect size of 15%.,AN(F=89.07; $p<.01$; $\eta^2=.36$.) with effect size of 36%., AV (F= 38.90; $p<.01$; $\eta^2=.20$) with effect size of 20 %. A person belonging to urban area had better adaptive behaviour than children who belonged to rural area. This may be because parent of urban area provided better home environment and other facility to their children (Rani & Singh 2013)

Table-6: Showing the Interaction effect of ‘Ecology and Gender’ on dependent variables (One Way ANOVA)

Independent Variable	Dependent Variables	Sum of Squares	F	Sig.	Eta Square
Ecology and Gender Interaction effect	Emotional Instability	527.36	8.53	0.00	0.14
	Emotional Regression	1222.37	236.31	0.00	0.82
	Social Maladjustment	586.01	125.37	0.00	0.71
	Personality Disintegration	628.27	35.78	0.00	0.31
	Lack of Independence	548.20	131.24	0.00	0.41
	Permissive	372.52	186.70	0.00	0.71
	Authoritarian	1541.69	185.88	0.00	0.78
	Authoritative	1159.00	8.53	0.00	0.78

{Dependent Variables: EI=Emotional Instability, ER=Emotional Regression, SM=Social Maladjustment, PD=Personality Disintegration, LI=Lack of Independence, PM=Permissive, AN= Authoritarian, AV=Authoritative}

Results (**Table 6**) showing the significant interaction effect of ‘ecology x gender’ on emotional instability ($F=8.53$; $p<.01$; $\eta^2=0.14$) with 14%. On emotional regression ($F=236.31$; $p<.01$; $\eta^2=0.82$) with 82%. Social maladjustment ($F=125.37$; $p<.01$; $\eta^2=0.71$) with 71%., personality disintegration ($F=35.78$; $p<.01$; $\eta^2=0.31$) with 31%., lack of independence ($F=131.24$; $p<.01$; $\eta^2=0.41$) with 41%., permissive parenting style ($F=186.70$; $p<.01$; $\eta^2=0.71$) with 71%., authoritarian parenting style ($F=185.88$; $p<.01$; $\eta^2=0.78$) with 78% and authoritative parenting style ($F=8.53$; $p<.01$; $\eta^2=0.78$) with 78%.. It was found that individuals with parenting styles of responsiveness and autonomy have high emotional maturity than demanding parenting styles (Trishala and Kiran 2015).

Table-7: Showing the prediction of Parenting Styles (permissiveness, authoritarian and authoritative) on Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration, and Lack of Independence for the whole sample.

Simple Regression					
Statistics	Emotional Instability	Emotional regression	Social Maladjustment	Personality Disintegration	Lack of Independence
Permissiveness as Criterion					
R ²	.17	.61	.51	.18	.26
F Change	32.29	245.45	171.50	35.80	55.02
Durbin Watson	.61	1.08	.96	.62	.81
Significance	.00	.00	.00	.00	.00
Authoritarian as Criterion					
R ²	.12	.63	.60	.21	.29
F Change	22.55	274.17	235.28	43.36	65.19
Durbin Watson	.51	1.03	1.08	-.79	.96
Significance	.00	.00	.00	.00	.00
Authoritative as Criterion					
R ²	.12	.70	.56	.24	.34
F Change	21.92	37.81	205.83	48.84	69.55
Durbin Watson	.49	1.09	1.04	.73	.91
Significance	.00	.00	.00	.00	.00
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Table 7 revealed the prediction of permissive parenting styles on emotional instability was 17% as indicated by R^2 (.17), emotional regression was 61% as indicated by R^2 (.61) social maladjustment was 51% as indicated by R^2 (.51), personality disintegration was 18% as indicated by R^2 (.18), lack of independence was 26% as indicated by R^2 (.26). Durbin Watson value for all the sub-scales indicated that there is a significant positive autocorrelation among the samples. It also highlights the prediction of authoritarian parenting style on emotional instability was 12% as indicated by R^2 (.12), emotional regression was 63% as indicated by R^2 (.63) social maladjustment was 60% as indicated by R^2 (.60), personality disintegration was 21% as indicated by R^2 (.21), lack of independence was 29% as indicated by R^2 (.29). The Durbin-Watson showed that all the sub-scales have a positive significant relation. Authoritative parenting style prediction on emotional instability was 12% as indicated by R^2 (.12), emotional regression was 70% as indicated by R^2 (.70), social maladjustment was 56% as indicated by R^2 (.56), personality disintegration was 24% as indicated by R^2 (.24), lack of independence was 34% as indicated by R^2 (.34). Research studies have also found differently beneficial effects of the authoritative style compared to the authoritarian or permissive styles on child's outcome such as psychological competence, adaptive function, self-esteem, self-reliance and emotional adjustments (Carlson, Uppal & Prosser 2002).

CHAPTER V
SUMMARY AND CONCLUSION

The present study, titled ‘Perceived Parenting Style in Relation to Emotional Maturity of Adults Among Mizoram.’ was conducted among the Mizo Adults High school teachers whose service length was between 5 to 10 years. It was designed to illustrate the levels of selected dependent variables, their relationship between them, the independent effects and interaction effects of ‘ecology’ and ‘gender’ on dependent variables and to examine the perceived parenting style prediction on other dependent variables among the samples.

The missing and outlier of data were screened in the raw data, mean and standard deviation were worked out to study the general nature of the samples; psychometric adequacy was checked to determine the trustworthiness of the scale and subscale for the present study like Normal probability curve, reliability, homogeneity was working out. The relationship between the variables was also analysed (Pearson’s Correlations) between dependent variables, independent effect and interaction effect on dependent along with a prediction of parenting style on other dependent variables were calculated to meet the objectives of the study.

The summary of the findings may be outlined following the hypotheses set forth as follows:

Hypothesis 1: It was expected that there will be a different level of scores on all the variables among the samples was proved in the study (Table -1). The finding got the support of the earlier findings a significant difference between male and female on personality disintegration dimension of emotional maturity as males are emotionally immature than females respectively on personality disintegration dimension of emotional maturity (Wani, 2015). The samples of the present study were teachers having a different environment in terms of workloads which plays a crucial role in

attaining the different level of scores. Many teachers in rural schools expressed that they had the experience of personal teaching dissatisfaction which concerned to unhappiness with the community or the administration or expectations for the teachers. Studies also provided that the urban teachers' indicated that the areas of dissatisfaction are more related to physical harassment, large classes, and lack of close relationships with students.

From our targeted population females from both the ecology scored highest in all the domains of emotional maturity which means that females have a higher degree of being emotionally immature as indicated by the EMS. This further indicated that Mizo females whether from urban or rural areas undergo drastic emotional changes which could be caused by different factors such as work-loads and household responsibilities; they express discrete emotions such as happiness, fear, disgust and sadness more than men. Apart from this, females from both the ecology scored highest on authoritarian and permissive parenting styles which indicated that most females have control over their children or do not have any control at all and let them be as they are. Urban males scored the highest among all the samples on authoritative parenting style followed by rural males which reflect the status of men in the scenario of parenting styles in Mizoram. This could mean that men have high demands when it comes to parenting their children but they also show their responsibilities and at the same time set their limits and boundaries. A study by McKinney and Renk (2008) revealed that the when parents use different parenting style, that would lead to difficulty in emotional adjustment. From the results attained it can further be explained that there is a different level of scores on all the domains of the scales among the samples.

Hypothesis 2: It was expected a significant relationship between selected dependent variables which has been partially accepted in the present study (Table 3). Emotional instability shows that it has a positive relation with emotional regression, social maladjustment, personality disintegration, lack of independence, permissive and authoritarian parenting style which means that when one of the domain increases the other increases as well. There is a negative relation with authoritative parenting style and the rest of the other domains that has been mentioned earlier which means that authoritative parenting style is associated a good home environment and emotional adjustment skills. (Sartaj & Aslam, 2010). From our sample, urban male and the rural male have shown a high degree of authoritative parenting style wherein their scores on other domains are relatively low as seen from the result Tables- 1 and 2. This shows that there exists a relation between the scales.

Hypothesis 3: It was expected that a significant independent effect of ‘ecology’ and ‘gender’ on selected dependent variables among the samples which has been proved in the study (Table - 4). In the present study, ecologies consist of urban and rural areas of Mizoram where high school teachers were the targeted population. Ecology alone can have ample of effects as for emotional instability, the effect size was only 9% being the lowest apart from the other domains which means that whether a person is living in the urban or rural areas, ecology does not have much effect on emotional instability. On the other hand, ecology has a significant effect on emotional regression with 61% which is the highest among all domains. The reason could be due to the stress that the teachers are facing, or the anger and insecurities they feel because of the place where they live or work that made them regress emotionally. Apart from this, these teachers face social maladjustment problems which could mean that depending on the ecology they face struggles with

the authorities or school-related work or dealing with children's behaviour. Personality disintegration and lack of independence have the lowest effect size which means that the teachers don't have any or have fewer problems in depending on others. When it comes to parenting, authoritative parenting style has the highest effect size on ecology; the reason could be the effect of environmental set up such as their home, community and so on. A study in 2013 by Rani and Singh reflected upon how children from the urban area had better adaptive behaviour as compared to rural areas. The other parenting style, authoritarian and permissive style also revealed an acceptable effect size further indicating that ecology has an independent effect on all the domains of the scale.

Table - 5 shows the independent effect of gender on emotional instability with the effect size of only 4% which clearly shows that gender does not have much effect on the emotional instability of a person whereas emotional regression has 21% effect size on gender which means that when teachers are faced with stress or under undesirable situations they tend to regress emotionally despite their gender, be it male or female, be it urban or rural, emotional regression can occur in both the cases. Social maladjustments have an effect size of 13%, personality disintegration with 15% and lack of independence with 17% which reveals that gender has an effect on these domains as well, a recent study shows that there is significant difference between male and female on personality disintegration dimension of emotional maturity, it showed that males are emotionally immature than females (Wani 2015) and tend to be superior in pro-social behaviour as compared to men. Among the samples, gender has a greater effect size of 36% on authoritarian parenting style. Men and women distinctly perform different roles when it comes to parenting. While the father may be portraying an authoritarian parenting style, the mother could be

using an authoritative parenting style. In some cases, Mizo male parents tend to be more of authoritarian than females and this could lead to the reason for a patriarchal society. While on the other hand, authoritative has an effect size of 20% and permissive parenting style has a 15% effect size depicting that they both show an acceptable role of gender. It is true that in Mizoram, some parents expect their sons to take up the role of main bread earner and daughters to perform the role of caregiving. Therefore, mothers and fathers may encourage different behaviours in their sons and daughters in accordance with their schema of gender.

Hypothesis 4: It was expected that e a significant interaction effect of ‘ecology’ and ‘gender’ on dependent variables among the samples. Result (Table- 6) shows that there was a significant interaction effect of ecology and gender on the different domains of the scales that were employed. Of all the domains, emotional regression has the highest effect with 82% this shows that males and females from urban and rural areas when faced with stress or unpleasant situations would regress emotionally as a way of defence mechanism. This gives us a clear picture of the emotional status of teachers. Social maladjustment and lack of independence both showed that ecology and gender have an interaction effect of 71% that further explained how a person’s adjustment depends on his or her environment. The finding revealed that the teachers seem to have adjustment problems that are solely dependent on the ecology. This could be due to the climatic conditions, work environment, school-related factors, low frustration threshold or the inability to maintain an interpersonal relationship with others. The family system can also affect the social adjustment and dependence on children (Judith, 2018). Authoritative and authoritarian parenting style has 78% effect which shows that depending on the

ecology of the parents and their gender the outcomes of their children such as the emotional maturity or behaviour can be affected and brings about changes.

Hypothesis 5: It was expected that perceived parenting style significant prediction on other dependent variables among the samples which has been significantly proven from the result (Table- 7). Authoritative parenting style on emotional regression was predicted by 70% indicating that this parenting style has an acceptable effect on how our samples regress emotionally. As mentioned in the previous results, emotional regression is used as a defence mechanism as our population consist of teachers from different areas and it is possible that they face undesirable situations in their daily routine.

Conclusion

From the results obtained and the literature provided, the status of emotional maturity among the teachers from both the ecology revealed that they regress emotionally when they face stress or undesirable conditions. This means that besides teaching one may encounter interpersonal conflicts with others which lead them to regress emotionally. Teachers from both urban and rural areas are challenged with different problems related to student's misconduct of behavior, classroom environment, poor resources and facilities, etc. The results from the study also revealed that male teachers from Mizoram are usually from the authoritative type parenting.

Limitation and Suggestions for further study

There is always some limitation and scope of further research in the same area. The present study was conducted on high school teachers of Mizoram.

- The present study age group that is 24 to 65 years were used as participants. So, in future research participants from the same age groups could be used to get a more desirable result.
- The present study can be made on a larger and more representative sample, which would provide a more reliable result.
- It could have been more reliable if the researcher has done some comparison between private and government school teachers.
- Similar studies can be made to University teachers to make a comparative study.
- A similar study can be conducted by adding more scales to measure such as stress, well-being, anxiety, mental health, happiness scale and so on.
- A similar study can be conducted by adding more scales to measure such as stress, well-being, anxiety, mental health, happiness scale and so on.

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APPENDICES

EMOTIONAL MATURITY SCALE

Drs. Yashwir Singh & Mahesh Bhargave

Below are given 47 statements about yourself. Five possible modes of responses are provided: VERY MUCH (VM), MUCH (M), UNDECIDED (UD), PROBABLY (P) and NEVER (N). Read each question carefully and put a TICK MARK in any one of the five alternate response modes to indicate your level of agreement with the particular content of the statements. Do not think for too long while answering. Your responses will be kept confidential.

- | | | VM | M | UD | P | N |
|----------|---|----|---|----|---|---|
| 1 | EMOTIONAL INSTABILITY | | | | | |
| 1.1 | Are you involved in any sort of mental tension? | | | | | |
| 1.2 | Do you get frightened about the future? | | | | | |
| 1.3 | Do you stop in the middle of any work before reaching the goal? | | | | | |
| 1.4 | Do you take the help of others to complete your personal work? | | | | | |
| 1.5 | Is there any difference between your desires and your objectives? | | | | | |
| 1.6 | Do you feel that you are short-tempered? | | | | | |
| 1.7 | Do you feel that you are very stubborn? | | | | | |
| 1.8 | Do you feel jealous of other people? | | | | | |
| 1.9 | Do you get wild due to anger? | | | | | |
| 1.10 | Do you get lost in imagination and Day-dreaming? | | | | | |
| 2 | EMOTIONAL REGRESSION | | | | | |
| 2.1 | If you fail to achieve your goal, do you feel Inferior? | | | | | |
| 2.2 | Do you experience a sense of discomfort and lack of peace of mind? | | | | | |
| 2.3 | Do you indulge in teasing others? | | | | | |
| 2.4 | Do you try to put the blame on others for your mistakes? | | | | | |
| 2.5 | When your views differ from others, do you quarrel with them? | | | | | |
| 2.6 | Do you feel that you are exhausted? | | | | | |
| 2.7 | Is your behaviour more aggressive than your friends' and others' behaviour? | | | | | |
| 2.8 | Do you get lost in the world of imaginations? | | | | | |
| 2.9 | Do you feel that you are self-centred? | | | | | |

2.10 Do you feel that you are dissatisfied with yourself?

3 SOCIAL MALADJUSTMENTS

3.1 Do you have a strained relationship with your classmates and peers?

3.2 Do you hate others?

3.3 Do you praise yourself?

3.4 Do you avoid joining in social gatherings?

3.5 Do you spend a lot of your time for yourself?

3.6 Do you lie?

3.7 Do you bluff?

3.8 Do you like to be alone a lot?

3.9 Are you proud by nature?

4 PERSONALITY DISINTEGRATION

4.1 Though you know some work, do you pretend as if you do not know it?

4.2 Even if you do not know some work, do you pose as if you know it?

4.3 Knowing you are at fault, instead of accepting it, do you try to establish that you are right?

4.4 Do you suffer from any kind of fear?

4.5 Do you lose your mental balance (poise)?

4.6 Are you in the habit of stealing anything?

4.7 Do you indulge freely without bothering about moral codes of conduct?

4.8 Are you pessimistic about life?

4.9 Do you have a weak will (self-will / determination)?

4.10 Are you tolerant about the views of others?

5 LACK OF INDEPENDENCE

5.1 Do people consider you as independent?

5.2 Do people disagree with your views?

5.3 Would you like to be a follower?

5.4 Do you disagree with the opinions of your group?

5.5 Do people think of you as an irresponsible person?

5.6 Do you show interest in others' work?

5.7 Do people hesitate to take your help in any work?

5.8 Do you give more importance to your work than others' work?

EMOTIONAL MATURITY SCALE

Drs. Yashwir Singh & Mahesh Bhargave

Tih dan tur: A hnuaiah hian zawhna hrang hrang 47 a awm a, uluk takin chhiar la, a sir ah hian a chhanna hetiang hian a awm a.

Very much (VM)	– nasa lutuk
Much (M)	– ve tho
Undecided (UD)	– thuthlukna siam thei lo
Probably (P)	– maithei
Never (N)	- ngai lo

I tana dik bera I rin zawnah I tick (✓) zel dawn nia.

1	EMOTIONAL INSTABILY	VM	M	UD	P	N
1.1	Are you involved in any sort of mental tension? (Rilru tawt na te I nei em?)					
1.2	Do you get frightened about the future? (I hmalam hun tur vangin i hlauthawng thin em?)					
1.3	Do you stop in the middle of any work before reaching the goal? I thil tih lak lawh, I zawh hma siin a kar lakah I tawp thin em?)					
1.4	Do you take the help of others to complete your personal work? Nangma mimal hna ah midang pui turin I pun thin em?)					
1.5	Is there any difference between your desires and your objectives? I thil tih chak leh I tih tum ah in an lohna te a awm em?)					

2 EMOTIONAL REGRESSION

- 2.1 If you fail to achieve your goal, do you feel Inferior?
(I thil tum a I hlawhtlin lohvin I in dah/ngai hniam thin em?)
- 2.2 Do you experience a sense of discomfort and lack of peace of mind?
(Awm nuam lo leh rilru hahdam lo in I awm thin em?)
- 2.3 Do you indulge in teasing others?
(Midang chhah I ching em?)
- 2.4 Do you try to put the blame on others for your mistakes?
(I thil tihsual ah midang I puh thin em?)
- 2.5 When your views differ from others, do you quarrel with them?
(Midang nen a I ngaihnan a in an loh in I inhnial pui thin em?)
- 2.6 Do you feel that you are exhausted?
(Chau ngawih ngawih in I in hre thin em?)
- 2.7 Is your behaviour more aggressive than your friends' and others' behaviour?
(I thiante leh midang te I thin a rim hma em?)
- 2.8 Do you get lost in the world of imaginations?
(I suanguahna khawvel ah I cheng daih thin em?)
- 2.9 Do you feel that you are self-centred?
(Nangmah I in ngai pawimawh ber thin in I hria em?)
- 2.10 Do you feel that you are dissatisfied with yourself?
(Nangmah ah lungawi loh chang I nei thin em?)

3 SOCIAL MALADJUSTMENTS

- 3.1 Do you have a strained relationship with your classmates and peers?
(I thiante nen in inkarah in rin lohna emaw in tih theih lohna te I nei em?)
- 3.2 Do you hate others?
(Midang I ngei em?)
- 3.3 Do you praise yourself?
(Nangmah leh nangmah I infak thin em?)
- 3.4 Do you avoid joining in social gatherings?
(Mipui awm/kal khawmna I pumpelh thin em?)
- 3.5 Do you spend a lot of your time for yourself?
(I hun neih te I tan I hmang thin em?)
- 3.6 Do you lie?
(Dawt I sawi thin em?)
- 3.7 Do you bluff?
(Midang I bum thin em?)
- 3.8 Do you like to be alone a lot?
(Mahni a awm nuam I ti em?)

- 3.9 Are you proud by nature?
(Mi intivei ve tak I ni em?)

4 PERSONALITY DISINTEGRATION

- 4.1 Though you know some work, do you pretend as if you do not know it?
(I hriat reng hna kha hre lo ang in I awm der thin em?)
- 4.2 Even if you do not know some work, do you pose as if you know it?
(I hriat miah loh hna kha hria ang deuh in I awm thin em?)
- 4.3 Knowing you are at fault, instead of accepting it, do you try to establish that you are right?
(I thil tihsual ah, I tih dik lohna pawm lo in I dik anga sawi I tum thin em?)
- 4.4 Do you suffer from any kind of fear?
(Midang laka hrang riau in I in hre thin em?)
- 4.5 Do you lose your mental balance (poise)?
(I rilru a buai thut thin em?)
- 4.6 Are you in the habit of stealing anything?
(Thil ruk I hrat em?)
- 4.7 Do you indulge freely without bothering about moral codes of conduct?
(Tih phal loh te I ti thin em?)
- 4.8 Are you pessimistic about life?
(A dik lo zawngin khawvel I thlir thin em?)
- 4.9 Do you have a weak will (self-will / determination)?
(I tumruhna a chak lo em?)
- 4.10 Are you tolerant about the views of others?
(Midang ngaihna I pawm thiam em?)

5 LACK OF INDEPENDENCE

- 5.1 Do people consider you as independent?
(Midangin nangmah inring tawk in an ngai che em?)
- 5.2 Do people disagree with your views?
(I ngaihdan ah midang in an pawmpui thin che em?)
- 5.3 Would you like to be a follower?
(Mi hnung zuitu nih I duh em?)
- 5.4 Do you disagree with the opinions of your group?
(In pawl te thu pawm loh chang I nei thin em?)
- 5.5 Do people think of you as an irresponsible person?
(Midangin mihring mawhphurhna hlen lo hrat ah an ngai che em?)
- 5.6 Do you show interest in others' work?
(Midang hna ah I tui zia I lantir thin em?)
- 5.7 Do people hesitate to take your help in any work?
(I lak atang hian miin tanpui dil che an hreh lo thin em?)

- 5.8 Do you give more importance to your work than others' work?
(Midang hna aiin I hna i ngai pawimawh zawk em?)

Appendix IV

Parental Authority Questionnaire

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Strongly Agree

- | | | | | | |
|---|---|---|---|---|---|
| 1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do. | 1 | 2 | 3 | 4 | 5 |
| 2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right. | 1 | 2 | 3 | 4 | 5 |
| 3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions. | 1 | 2 | 3 | 4 | 5 |
| 4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family. | 1 | 2 | 3 | 4 | 5 |
| 5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. | 1 | 2 | 3 | 4 | 5 |
| 6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. | 1 | 2 | 3 | 4 | 5 |
| 7. As I was growing up my mother did not allow me to question any decision she had made. | 1 | 2 | 3 | 4 | 5 |

8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5
9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. 1 2 3 4 5
10. As I was growing up my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. 1 2 3 4 5
11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable. 1 2 3 4 5
12. My mother felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5
13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior. 1 2 3 4 5
14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions. 1 2 3 4 5
15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5
16. As I was growing up my mother would get very upset if I tried to disagree with her. 1 2 3 4 5
17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up. 1 2 3 4 5
18. As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me. 1 2 3 4 5
19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her. 1 2 3 4 5
20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the 1 2 3 4 5

children wanted it.

21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up. 1 2 3 4 5

22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family. 1 2 3 4 5

23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me. 1 2 3 4 5

24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do. 1 2 3 4 5

25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. 1 2 3 4 5

26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it. 1 2 3 4 5

27. As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her. 1 2 3 4 5

28. As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family. 1 2 3 4 5

29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority. 1 2 3 4 5

30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake. 1 2 3 4 5

Parental Authority Questionnaire

Tih dan tur: I naupan lai leh I seilen chhoh lai te ngaihtuah letin, ngun takin thuziak te chhiar la, a bul theuh ah number 1 – 5 a awm a, a hnuai a awmzia tarlan ang hian I tana dik ber ni a I hriat zawn ah I thai bial mai dawn nia. Dik bik emaw dik lo a awm hran lo. Kim takin min chhan sak ang che.

1 = Pawm lo bur

2 = Pawm lo

3 = Hrelo

4 = Pawm

5 = Pawm thlap

1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do. 1 2 3 4 5

(Kan naupan lai khan ka nu in chhungkaw inrelbawlina tha ah chuan chhungkua ah naupang pawn thu an nei ve tur a ni a ti thin)

2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right. 1 2 3 4 5

(Ka nu chuan a thusawi kan pawm loh pawn, min pawm luih tir kha kan tana tha tur ah a ngai thin.)

3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions. 1 2 3 4 5

(Kan naupan chuan, ka nu in ti tura min tih chu ti nghal turin min beisei thin)

4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family. 1 2 3 4 5

(Kan chhugkaw dan bik te kan neih te chu, ka nu in a chhan

leh vang te min hrilhfiáh thin.)

5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. 1 2 3 4 5

(Kan chungkaw dan tha lo awihloh changing a chhan leh vang sawi turin ka Nu in min duh thin.)

6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. 1 2 3 4 5

(Ka nu chuan a fate chu zalen taka rilru siamfel theih tur leh duhdante sawi lang ve turin min duh thin.)

7. As I was growing up my mother did not allow me to question any decision she had made. 1 2 3 4 5

(Ka seilen chhoh lai chuan, ka nu in a thuthlukna hnial a zawhfiáh vel a rem ti lo.)

8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline. 1 2 3 4 5

(Kan naupan lain ka nu in kan thil tih tur leh thuthlukna ah rem min ruatsak thin.)

9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to. 1 2 3 4 5

(Nungchang tha kan neih theih nan ka nu chuan khauh deuh hleka in thunun hi tha a ti.)

10. As I was growing up my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them. 1 2 3 4 5

(Ka nu chuan thunneitu te dan siam a nih avanga zawm ngawt

hi tul a ti lo.)

11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable. 1 2 3 4 5

(Kan chungkua in min beiseina te ka hriatthiam loh changin ka nu in a mah hnenah sawi turin min beisei thin.)

12. My mother felt that wise parents should teach their children early just who is boss in the family. 1 2 3 4 5

(Nu leh pa fing chuan an fate, an naupan lai atangin an zilhhau thin a ti.)

13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior. 1 2 3 4 5

(Ka lo puitlin chhoh lai khan ka nu chuan ka chezia ah beiseina leh zirtirna min pe fo thin.)

14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions. 1 2 3 4 5

(Ka nu chuan chungkua in thuthlukna siam dawnin, naupang duhdan mil a siam aduh thin.)

15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways. 1 2 3 4 5

(Kan seilen lai khan ka nu chuan thahnem ngai takin thu tha leh kawng dik min kawh hmuh thin.)

16. As I was growing up my mother would get very upset if I tried to disagree with her. 1 2 3 4 5

(Ka nu chu a thu ka awih loh changin ka chungah a lungawi lo hle thin.)

17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up. 1 2 3 4 5

(Ka nu chuan kan buaina tamtak hi kan fate duhzawng leh duhthlanna ah phalloh chin kan neih thin vang a ni a ti.)

18. As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me. 1 2 3 4 5

(Ka nu chuan ka awmdan tura a duhthusam min hrilh thin a, chu chu ka zawm duh loh chuan min hrem thin.)

19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her. 1 2 3 4 5

(Ka nu chuan thil tam tak ah, amah rawn lo a thuthlukna ka siam min phal sak thin.)

20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it. 1 2 3 4 5

(Kan naupan lai khan ka nu chuan kan duh zawng leh chak zawngte ngaipawimawh viau mahse min phalsak vek kher lo.)

21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up. 1 2 3 4 5

(Ka nu hian ka awmdan tur te hi ama mawhphurhna ah a ngai lo.)

22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family. 1 2 3 4 5

(Ka nu chuan ka awmdan tura duh a nei chungin, naupang

dang kan chenpuite avangin a thlak ve thin.)

23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me. 1 2 3 4 5

(Ka nu chuan ka awmdan tur leh zawm tur min siam sak mahse, ka ngaihdan leh duhdan te min ngaihtlak sak thin.)

24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do. 1 2 3 4 5

(Ka nu chuan chhungkua thil a ka ngaihdan sawi a rem ti a, ka duh ang ka tih pawh a phal thin.)

25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up. 1 2 3 4 5

(Ka nu chuan khawtlanga buaina tamtak hi chhungkua ah khawngtak in tih tur leh tihloh tur kenkawh ni se a bo mai a ring.)

26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it. 1 2 3 4 5

(Ka naupan lai khan ka nu in chiang takin awm dan tur min hrilh thin.)

27. As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her. 1 2 3 4 5

(Ka naupan lai khan ka nu chuan awmdantur chiang tak min kawhmu thin a, a thusawi ka pawm loh chang pawn min hrethiam thin.)

28. As I was growing up my mother did not direct the

behaviors, activities, and desires of the children in the family. 1 2 3 4 5

(Ka naupan lai khan ka nu in thiltihtur te, awmdan turte leh duhzawng te kha min hrilh ngai lo.)

29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority. 1 2 3 4 5

(Ka nu in ti tura min duh angina, amah ka zah vangin ka ti ve tawp thin.)

30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake. 1 2 3 4 5

(Ka nau pan lai khan, ka nu thuthlukna siam in ka rilru a tin a anih chuan min pui a, a thiamlohna a awm chuan a siamtha thin.)

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(Prof. H.K. LALDIPUTI FINTI)
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(ABSTRACT)

PERCEIVED PARENTING STYLE IN RELATION TO EMOTIONAL MATURITY
AMONG ADULTS IN MIZORAM

By

Lalhmingangi Pachuau

(Regn No- MZU/M.Phil./550 of 10.04.2019)

Submitted in partial fulfilment of the requirement of

Degree for Master in Philosophy in Psychology

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INTRODUCTION

Parenting style can be predicted in many ways, it could be through a person's well-being, the social competence of the individual or the psychosocial development. In 2011 Siegler well-defined that parenting is a behavior and attitude that sets the emotional climate in regard to parent-child interactions where parental responsiveness and demandingness which includes specific behavior that influence a child's behavior. Researchers describing parenting usually rely on Baumrind's concept of parenting style that captures the parents' attempt to control and socialize their children (Baumrind, 1991).

An individual's personality and cognition in any culture relates to his surrounding physical and social environment that leads to the examinations of national character, modal personality types and configurations of personality and comparison of cross cultures. The efforts to understand the nature of culture in a person has paved way in the field of cultural psychology that hinges the assumption that personality and culture are mutually constituted (Heine 2008) which further explains that one cannot fully understand the nature of people without considering the cultural context during which they exist; nor can one fully understand a cultural context without considering the values and beliefs of the people that inhabit it.

It is believed that culture has shown to affect many domains of family life including the way which parents socialize their children. The models of parents, grandparents and elders lifestyles have been passing on to their offspring, the accepted way of their doing form the culture norm for that society. The traditional family beliefs within one's culture, factors such as social class, racism, prejudice, discrimination, acculturation, and family structure also influence parenting and a

child's socialization (Garcia Coll et al., 1996). Different culture posits different psychological functions among individuals from different cultures consisting a patterned way of thinking, feeling and reacting, acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments of artefacts; the essential core of culture consists of traditional ideas and especially their attached value (Kluckhohn, 1951). Psychologists are trying to understand the basic processes that man interacts in his social context and how they must be understood in order to understand this interaction.

Parenting:

It can be defined as the different ways of upbringing and encouraging the development of physical, emotional, social and intellectual abilities of a child from infancy to adulthood rather than solely focusing on the biological relationship is called parenting. There are cases where orphaned or abandoned children receive parental care from non-parent blood relations. Others could also be adopted, raised by foster care or be placed in an orphanage. It is crucial to have a parental figure to meet the child's physical needs, protect from harm and impart in them skills and cultural values until they reach adulthood, usually after adolescence.

Parenting styles:

The psychological construct that represents different strategies parents use in their child rearing is known as parenting style. Even there are different opinions on how to raise children and different levels of effort that parents are willing to invest this affects not only the child but also the parents; temperaments which is largely based on one's own parents and culture. Adults also differ in ways in which they enact their role as a parent. They show different styles of raising their children and

difference in child rearing styles is associated with important variation in development. There has been a great concern on how parents have an influence on the child's development regarding his or her social competence. The classic research of Diana Baumrind (1971) resulted in the identification of three major types of child rearing styles: *Authoritative, Authoritarian and Permissive* parenting styles.

Types of parenting style:

(i) Authoritative Parenting

This is also known by a child-centered approach and is often known to hold high expectations of maturity. Authoritative parents have a lot of understanding when it comes to their child and they teach and regulate their emotions as well. They often lend a helping hand when they face problems. These parents usually encourage their children to be independent but set their limits and control their actions. Parents have a deep understanding and give their best towards the child's development. This results in a higher self-esteem of their children.

Authoritative parents have the ability to poise their adherence with their children which could be the reason behind why authoritative homes implies to be balance between the external factors and achievement. Children and adolescents whose parents are authoritative typically rate themselves as a socially and instrumental competent rather than those whose parents are not authoritative (Baumrind 1991). Parental responsiveness can predict social competence and psychosocial functioning in some ways meanwhile parental demandingness is related to instrumental competence and behavioural control. Children and adolescents from authoritarian families are high in demandingness but low in responsiveness and they

tend to perform moderately well in school but they lack in social skills, low self-esteem and higher levels of depression.

(ii) Authoritarian Parenting

This type of parenting involves children to follow certain strict rules that are recognised by the parents if one fails to follow such rules; it generally results in some form of punishment. These parents have high demands, but are not responsive to their children. According to Baumrind (1991), authoritarian parents are status-oriented and strive for obedience with their demands without explanation. They are restrictive and not warm and they emphasize the power of their role and use physical punishment for wrongdoings. Children of authoritarian parents are unhappy, fearful, and anxious about comparing themselves with others, fail to initiate activity and have weak communication skills. A child raised in an authoritarian home has less mood changes and were vulnerable to stress, in some cases children showed passive hostility. Authoritarian parents demonstrate low responsiveness and high demandingness. They set strict and definite limits for their children's conduct and practice firm consequences. Authoritarian parents tend to use demands to discipline their children and only allow them minimal autonomy. They emphasize obedience and show low affection and emotional warmth in their parent-child relationships.

Buri et al.,(1988) demonstrated that parental authoritarian style was negatively correlated with self-esteem whereas the relationship was positive for parental authoritativeness. They concluded that the healthy exercise of authority within the home would be of greater significance in the development of self-esteem in daughters than in sons.

(iii) Permissive Parenting

Often referred to as generous and non-judgemental parents, they have very few demands from their children. They don't usually discipline their children as they have relatively low prospects of maturity and self-control. Permissive parents are high in demanding rather than responsibility, they are quite lenient and they don't possess a matured behavior. Children of this type of parenting tend to be more impulsive and when they reach their adolescent years they tend to engage in misconduct behavior. But this does not mean that all children brought up from permissive parenting acquire such behavior, in some cases they are emotionally secure, independent and has the openness to learn new things. They usually mature quicker as compared to others of their age group. This parenting practice demonstrates what is known as permissive parenting. It involves affectionate and caring style but tends to be tolerant and have a lot of control or no discipline at all. Preschool children reared by parents with differing parenting attitudes, or styles, differed in their degrees of social competence. Her theory-derived parent classification resulted in the original parenting style prototypes: authoritative, authoritarian, and permissive. Later researchers split the permissive type into permissive-indulgent and permissive-indifferent as a result of a two-dimensional, demandingness and responsiveness typology of parenting patterns. For a better understanding of how parenting style is different from parenting practices, a 2005 study by Spera and Darling explained that parenting practices includes specific behavior that are used by parents wherein parenting style focuses on the emotional sphere that parents use for raising their children. Research shows that there is a difference in parenting style that correlates to different parent-child relationship. A study consisting of Western samples have revealed that authoritative parenting style

is associated with a better parent-child relationship and less of conflicts occurrence. Whereas authoritarian parenting style has a gap of relationship and higher chances of conflict (Smetana, 1995). Also, a study revealed that a person from authoritative parenting is less involved in conflict (Sorkhabi & Middaugh 2014).

Emotional Maturity

Emotional Maturity is a single effective determinant to shaping the personality, attitudes and behaviour of the adolescents into accepting responsibility, making decisions, teaming with groups, developing healthy relationships and enhancing self-worth.

It is a psychological term used to indicate that a person responds to the situations or environment in a suitable manner. Maturity as defined by Finley (1996) is “the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner”. According to Dosanjh (1960) balanced personality is being emotionally mature and the ability to control emotions under any given circumstances. Chamberlain (1960) said that an ‘emotionally matured’ person is one whose emotional life is well under control.

Some of the important key points are:

- (i) ***Emotional Instability***: Emotional instability refers to rapid, often exaggerated changes in mood, where strong emotions or feelings (uncontrollable laughing or crying, or heightened irritability or temper) occur. These very strong emotions are sometimes expressed in a way that is not related to the person's emotional state.
- (ii) ***Emotional Regression***: Emotional regression is a psychological and physiological occurrence that affects everyone to some degree.

Essentially, regression is the reaction one has when something happening in the present moment triggers a memory of something that occurred in the past – usually during childhood. According to Sigmund Freud, regression is an unconscious defence mechanism, which causes the temporary or long-term reversion of the ego to an earlier stage of development instead of handling unacceptable impulses in a more adult manner. Regression in adults can arise at any age; it entails retreating to an earlier developmental stage (emotionally, socially, or behaviourally). Insecurity, fear, and anger can cause an adult to regress.

- (iii) ***Social Maladjustment:*** Maladjustment is a term used in psychology to refer the "inability to react successfully and satisfactory to the demand of one's environment". It affects an individual's development and the ability to maintain a positive interpersonal relationship with others. A social maladjustment is a persistent pattern of violating societal norms, such as multiple acts of truancy, or substance or sex abuse, and is marked by struggle with authority, low frustration threshold, impulsivity, or manipulative behaviors.
- (iv) ***Personality Disintegration:*** The conflicting reaction tendencies in a person may not be harmonized and organized into a unity. The disturbances of personality are due to disintegration or dissociation. The term dissociation applies to all forms of disintegration of consciousness into separate parts. It is a state in which certain activities are no longer integrated with the personality, but are split off from it and coexist with its other activities

- (v) ***Lack of Independence:*** Lack of independence means the ability to make and carry out important decisions by oneself, the responsibility and willingness to answer consequences of one's action and the conviction that such behavior practicable, socially possible and morally correct.

Emotion is defined as a complex pattern of body and mental changes that includes psychological, arousal, feelings, cognitive process and specific behaviour relations made in response to a situation perceived as personally significant.

Emotional maturity enables the individual to develop an integrated and balanced way of perceiving problems of life. A good parenting style influenced by good number of factors such as personality development, emotional maturity development etc. Mainly the two distinctive roles of parents include both paternal and maternal. The proper blending of masculine supervision and feminine tenderness seems to be of almost important in the upbringing of child for the most important in the normal growth what inadequate patterns of parenting may lead to despair and self-evaluation of the personality of the individual. A child perform usually depending on the various parenting style by which they are being treated it was forced that good relation with parents tend to show be after social adjustment emotional adjustment, and self-efficiency development.

Parenting Styles and Emotional Maturity

Parents play a vital role in the emotional development of their children. Parents can help their children learn how to express their feelings through instructing and guiding them in applying the skills of emotional management. As a parent, helping children with their feelings can both help them feel better and reduce

behavior problems. Children who are able to manage their emotions often experience more positive feedback from others and are more successful in everyday life.

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The quality of parent child relationship is at crucial importance of the personality development and also the development of the child. Emotional maturities are the import personality traits of the children. So, a good parenting style promotes to develop the emotional maturity of the children.

Parenting style and family environment contribute a lot in their upbringing which help them to become tougher while facing the challenges. There are various other factors which also play a very vital role like - demographical area, background, social economic status which also has intense contribution. The three parenting styles are often applied in collaboration with the other styles. Parents usually implement one parenting style while utilizing the specifics of the other as well. Parenting style is one of the variables that have been studied extensively in human

development. It is reflected as an important factor of the children's outcome (Gadeyne, 2004)

Gender differences on Parenting Styles

Studies show that there are obvious difference between boys and girls and that may lead to differences in parenting. Girls tend to excel in verbal skills then boys. They tend to comply with the verbal instructions of parents if it is rational in tone. On the other hand, the boys are more likely to ignore the verbal instructions of the parents and more focussed on actions. Research suggested that both boys and girls face different issues in life. So, the parenting is modified according to those issues. For example, parenting of sons is much harder when it comes to discipline and physical safety. Whereas, parenting of daughters is tough when it comes to self-esteem issues. Studies show that girls need more emotional support and boys need more independence from parents. Therefore girls need more parental acceptance and boys need more parental autonomy granting. Mothers and fathers practice different parenting styles for their children; this combination correlates to individual problems in emotional adjustment (Mckinney & Renk 2008).

Gender differences on Emotional Maturity

1) *Emotional Instability:*

The notion that women are more emotional than men seems to be different depending on the cultural background. Ickes et al. (2000) review of men's and women's verbal expression of empathy showed no sex differences across 7 of 10 studies. They also noted that results demonstrating differences in verbal expressions of empathy were due to participants' being motivated to present themselves in a stereotypical manner rather than biological sex Furthermore, although both women

and men reported experiencing sadness at similar levels, women tended to show more behavioural displays of sadness (i.e., crying), whereas men tended to withdraw or participate in diversionary activities.

2) *Emotional Regression:*

Regression in adults can arise at any age; it entails retreating to an earlier developmental stage (emotionally, socially, or behaviourally). Insecurity, fear, and anger can cause an adult to regress. In essence, individuals revert to a point in their development when they felt safer and when stress was non-existent, or when an all-powerful parent or another adult would have rescued them.

In adults, regression can appear at any age. When it happens, an adult will retreat to an earlier stage of development-though rare, adults have been known to revert to the age of a toddler and even to the advanced stages of infancy. Any situation that provokes fear, anxiety, anger, insecurity, or other negative emotions can cause this kind of regression. During the episode, most individuals will revert to a time in their lives when they felt safe, likely a time from their developmental years.

3) *Social Maladjustments:*

Research in the social developmental literature describes distinctions in the prototypical social networks and relationship styles of males and females. These studies show that girls and women spontaneously form, and report a preference for fewer, but more intimate relationships with their same-sex peers. Males, in contrast, evidence the opposite pattern by usually forming and reporting a preference for larger, but less intimate social networks on average (Geary et al., 2003; Maccoby, 2002).

4) Personality Disintegration:

Studies (Yanna et al.,2011) showed that women reported higher Big Five Extraversion, Agreeableness, and Neuroticism scores than men. However, more extensive gender differences were found at the level of the aspects, with significant gender differences appearing in both aspects of every Big Five trait. For Extraversion, Openness, and Conscientiousness, the gender differences were found to diverge at the aspect level, rendering them either small or undetectable at the Big Five level. These findings clarify the nature of gender differences in personality and highlight the utility of measuring personality at the aspect level.

Gender differences in personality traits are often characterized in terms of which gender has higher scores on that trait, on average. For example, women are often found to be more agreeable than men (Feingold, 1994; Costa et al., 2001). This means that women, on average, are more nurturing, tender-minded, and altruistic more often and to a greater extent than men. However, such a finding does not preclude the fact that men may also experience nurturing, tender-minded, and altruistic states, and that some men may even score higher in these traits than some women.

5) Lack of Independence:

It is often believed that women are superior at mentalizing and therefore more trusting, pro-social and cooperative than men. It is possible that higher trust, pro-sociality and social reciprocity become increasingly apparent in developing females compared to males as a consequence of differential developmental trajectories or societal demands

One early study on trust in adolescence reported no gender differences in trust (Van den Bos et al., 2010), while a more recent study found that boys show higher trust towards others than girls as often reported in adults. According to social role theory, the male gender role promotes a genetic, instrumental, and outcome-based behavior, while females are thought to adopt a more communal and interpersonal facilitative behavior. Research has shown that the relationship between expected returns and trusting behavior is stronger among men, suggesting that they might approach interactions more strategically, so that they are mainly beneficial to themselves, looking to maximize the own outcome.

Ecological differences on emotional maturity:

Aleem (2005) examines difference between the mean scores of male and female students on emotional stability and revealed that male students are found to be more emotionally stable than female students. Relationships with parents were important for males' emotional stability, but not females. Peer relations were more influential in the formation of adolescents' emotional stability than parental relationships. A study from Kasinath (2003) highlighted the male and female student's adjustment with academic achievement and found that students with better social and emotionally adjusted had good academic scores and also found that male students had more problems in the areas of emotional, moral and religious than females.

Ecological differences on parenting style:

Significant differences were found between mothers of rural and urban areas in parenting style, namely authoritative, authoritarian and permissive but, a significant differences between fathers of rural and urban areas in parenting style namely, authoritative and authoritarian. When a child grows up from a happy home

environment they usually have better adjustment skills. Children who belonged to urban area had better adaptive behaviour than children who belonging to rural area. This may be because parents of urban area provide better home environment and other facility to their children.

It is evident from the study that reviewed that authoritative parenting style is considered the most favoured amongst the other (Melnick & Hinshaw, 2000). Children from authoritative parenting have the benefit of better adjustment skills to social settings as compared to other parenting style. This parenting style brings about positive results among the children (Jackson & Schemes, 2005).

STATEMENT OF THE PROBLEM

As one grows up their emotional stability keeps developing. A matured person is expected to understand situation without anyone's help and realize his duties and responsibilities. The person will not act in an irresponsible manner under emotional stream and waste his time and energy over imaginary problems, develops qualities like self- control, politeness, sympathy, co-operation tolerance, and emotional stability.

Parenting plays an important role in bring up a child and since family is a child's first institution therefore, children learn many things while at home and with parents. Not only does parenting mould a character and personality, it plays a crucial part in strengthening one's emotions and feelings. Emotions are the motivating factors that affect one's action, behaviour, and thoughts. They affect us both in negative as well as positive in mental and physical health. Maturity is important for a healthy emotional development; it is a kind of process that makes people more matured in emotional condition.

In the present Mizo social society, family plays a socialization agent that has undergone drastic changes which results in changes in the family structure, relationship patterns and attachment levels. Parenting styles and parental attitude towards children has also changed. Family, which plays an important role in the personality and emotional maturity development, is undergoing structural, emotional and interactional transformations. One important key to surviving in this fast pace world is to be able to control negative feelings in an authentic, real and healthy way and develop a positive attitude, patience and confidence.

In Mizoram the most commonly used parenting style is authoritative parenting style. Previous studies revealed that authoritative parenting children are more expected to become better articulators of their emotions (Olowodunoye & Titus, 2011) which could also be the same case in Mizoram. Due to the ecological differences parenting styles may also differ. While in rural areas parents tend to be more of Authoritarian rather than Authoritative. With different parenting style one's emotional maturity may differ from the others as well.

Looking into the scene of adults, especially teachers, emotions play an important role in their workplace as it contributes a lot in the decision making because teaching requires much of emotion work. When one is not in a good emotional state it is important how we control our emotional turmoil without causing difficulties to our colleagues. On top of emotions playing a crucial role, parenting style also contributes to how one function in their workplace. A study regarding parenting styles on different cultures has been done; emotional maturity has also been studied on adolescents and students as well but studies on adults in Mizoram has not been done so far and for this reason being, the researcher is keen to find out

the relation between how different parenting style has an effect on the emotional maturity of adults.

Objectives of the study:

Based on the theoretical frame work and literate available, the following objectives were frame for the present study.

1. To examine the level of Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
2. To study the relationship between the dependent variables Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
3. To examine the independent effect of ‘ecology’ and ‘gender’ on the dependent variables among the samples.
4. To examine the interaction effect of ‘ecology’ and ‘gender’ on the dependent variables among the samples.
5. To determine the perceived parenting style prediction on Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.

Hypothesis

To meet the objectives of the study, the following hypotheses were framed for the present study:

- 1) It is expected that there will be a different level of scores on Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
- 2) It is expected that there will be a significant relationship between Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
- 3) It is expected that there will be a significant independent effect of ‘ecology’ and ‘gender’ on Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
- 4) It is expected that there will be a significant interaction effect of ‘ecology’ and ‘gender’ on Authoritative, Authoritarian, Permissive, Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence among the samples.
- 5) It is expected that perceived parenting style will predict Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of independence among the samples.

Sample: 160 Mizo (Adults) High School teachers comprises of males and females with equal well representation of 80 urban and 80 rural adult samples, and also both gender- male and female samples (80 Female and 80 Male adults) serve as sample who were selected by using multi-stage random sampling procedures from different parts of Mizoram, whose service length was more than 5 years but not more than 10 years and all of them have been working in private High School which was run by faith based or NGO. Other extraneous variables were controlled with the help of socio demographic profiles such as age, sex, education qualification, parental income, permanent address, marital status, no of family members and so on.

Design of the study: The study shall employ 2X2 factorial design of equal representation of ‘ecology’ (Urban and Rural samples) and ‘gender’ (male &female). In view of the foregoing, 80males and 80females of working adults (High School Teachers)of equal representation of urban and rural areas of Mizoram served as the main design of the study. Therefore, 2 gender (male and female) x 2 ecology (urban and rural) factorial designs was imposed on the measures of parenting styles and emotional maturity scales.

Psychological tools used:

- 1) **Parental Authority Questionnaire** (PAQ; Buri (1991) developed a self-report measure asking an adult to respond to how their parents acted toward them, from the point of view of the child (of any age). It contained three parenting styles- Authoritarian, Authoritative, and Permissive parenting styles questions which were embedded in the questionnaire and in a random order.

In addition, the PAQ was designed as a measure of Baumrind's (1971) three authority, disciplinary practices of warmth, demands, expectations and control parenting styles. The measure consists of 30 items, 10 for each of the different styles of parenting in a five point Likert format ranging from strongly agree to disagree. The reliability of the PAQ was found to be .77 to .92 in a test re-test check over a two-week period of time (Buri, 1991). Validity for the PAQ was found to be .74 to .87 for the subscales (Buri, 1991). High score indicate high used of that parenting style.

- 2) **Emotional Maturity Scale (EMS; Singh & Bhargava, 1991).** This scale measures a list of five broad factors of Emotional Immaturity-*Emotional Instability, Emotional regression, Social Maladjustment, Personality Disintegration, Lack of Independence*. It is a self-reporting five point scale. Items of the scale are in question form demanding information for each in any of the 5 options: Always, Mostly, Uncertain, Usually, Never. The items were scored as 5, 4, 3, 2, and 1 respectively. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice versa. The scale has total 47 items. Reliability of the scale was determined by test retest reliability which was 0.75 and internal consistency for various factors ranged from .42-.86.

Procedure:

The appropriateness of the selected Psychological scales was checked for the target population by conducting pilot study, was found trustworthy ($\alpha = .60$ above in all sub-scales). The identification of the sample was done to meet the objectives of the study whose service length was more than 5 years but not more than 10 years and

all of them have been working in private High School which was run by faith based or NGO. After building rapport and obtaining the necessary consents of the subject, require permission were procured from the identified samples. Then administration of the psychological test was conducted following APA code of ethics 2002, especially, the anonymity, confidentiality and ethics as cited/formulated. All the completed responses were carefully screened, cleaned, coded and tabulated for further analysis. The data cleaning process was incorporated in screening for incomplete responses, outliers and social desirability responses.

Results and Discussion:

The present study, titled ‘Perceived Parenting Style in Relation to Emotional Maturity of Adults Among Mizoram.’ was conducted among the Mizo Adults High school teachers whose service length was between 5 to 10 years. It was designed to illustrate the levels of selected dependent variables, their relationship between them, the independent effects and interaction effects of ‘ecology’ and ‘gender’ on dependent variables and to examine the perceived parenting style prediction on other dependent variables among the samples.

The summary of the findings may be outlined following the hypotheses set forth as follows:

Hypothesis 1: It was expected that there will be a different level of scores on all the variables among the samples was proved in the study (Table -1). The finding got the support of the earlier findings a significant difference between male and female on personality disintegration dimension of emotional maturity as males are emotionally immature than females respectively on personality disintegration dimension of emotional maturity (Wani, 2015). The samples of the present study

were teachers having a different environment in terms of workloads which plays a crucial role in attaining the different level of scores. Many teachers in rural schools expressed that they had the experience of personal teaching dissatisfaction which concerned to unhappiness with the community or the administration or expectations for the teachers. Studies also provided that the urban teachers' indicated that the areas of dissatisfaction are more related to physical harassment, large classes, and lack of close relationships with students.

From our targeted population females from both the ecology scored highest in all the domains of emotional maturity which means that females have a higher degree of being emotionally immature as indicated by the EMS. This further indicated that Mizo females whether from urban or rural areas undergo drastic emotional changes which could be caused by different factors such as work-loads and household responsibilities; they express discrete emotions such as happiness, fear, disgust and sadness more than men. Apart from this, females from both the ecology scored highest on authoritarian and permissive parenting styles which indicated that most females have control over their children or do not have any control at all and let them be as they are. Urban males scored the highest among all the samples on authoritative parenting style followed by rural males which reflect the status of men in the scenario of parenting styles in Mizoram. This could mean that men have high demands when it comes to parenting their children but they also show their responsibilities and at the same time set their limits and boundaries. A study by McKinney and Renk (2008) revealed that the when parents use different parenting style, that would lead to difficulty in emotional adjustment. From the results attained it can further be explained that there is a different level of scores on all the domains of the scales among the samples.

Hypothesis 2: It was expected a significant relationship between selected dependent variables which has been partially accepted in the present study (Table 3). Emotional instability shows that it has a positive relation with emotional regression, social maladjustment, personality disintegration, lack of independence, permissive and authoritarian parenting style which means that when one of the domain increases the other increases as well. There is a negative relation with authoritative parenting style and the rest of the other domains that has been mentioned earlier which means that authoritative parenting style is associated a good home environment and emotional adjustment skills. (Sartaj & Aslam, 2010). From our sample, urban male and the rural male have shown a high degree of authoritative parenting style wherein their scores on other domains are relatively low as seen from the result Tables- 1 and 2. This shows that there exists a relation between the scales.

Hypothesis 3: It was expected that a significant independent effect of 'ecology' and 'gender' on selected dependent variables among the samples which has been proved in the study (Table - 4). In the present study, ecologies consist of urban and rural areas of Mizoram where high school teachers were the targeted population. Ecology alone can have ample of effects as for emotional instability, the effect size was only 9% being the lowest apart from the other domains which means that whether a person is living in the urban or rural areas, ecology does not have much effect on emotional instability. On the other hand, ecology has a significant effect on emotional regression with 61% which is the highest among all domains. The reason could be due to the stress that the teachers are facing, or the anger and insecurities they feel because of the place where they live or work that made them regress emotionally. Apart from this, these teachers face social maladjustment problems which could mean that depending on the ecology they face struggles with

the authorities or school-related work or dealing with children's behaviour. Personality disintegration and lack of independence have the lowest effect size which means that the teachers don't have any or have fewer problems in depending on others. When it comes to parenting, authoritative parenting style has the highest effect size on ecology; the reason could be the effect of environmental set up such as their home, community and so on. A study in 2013 by Rani and Singh reflected upon how children from the urban area had better adaptive behaviour as compared to rural areas. The other parenting style, authoritarian and permissive style also revealed an acceptable effect size further indicating that ecology has an independent effect on all the domains of the scale.

Table - 5 shows the independent effect of gender on emotional instability with the effect size of only 4% which clearly shows that gender does not have much effect on the emotional instability of a person whereas emotional regression has 21% effect size on gender which means that when teachers are faced with stress or under undesirable situations they tend to regress emotionally despite their gender, be it male or female, be it urban or rural, emotional regression can occur in both the cases. Social maladjustments have an effect size of 13%, personality disintegration with 15% and lack of independence with 17% which reveals that gender has an effect on these domains as well, a recent study shows that there is significant difference between male and female on personality disintegration dimension of emotional maturity, it showed that males are emotionally immature than females (Wani 2015) and tend to be superior in pro-social behaviour as compared to men. Among the samples, gender has a greater effect size of 36% on authoritarian parenting style. Men and women distinctly perform different roles when it comes to parenting. While the father may be portraying an authoritarian parenting style, the mother could be

using an authoritative parenting style. In some cases, Mizo male parents tend to be more of authoritarian than females and this could lead to the reason for a patriarchal society. While on the other hand, authoritative has an effect size of 20% and permissive parenting style has a 15% effect size depicting that they both show an acceptable role of gender. It is true that in Mizoram, some parents expect their sons to take up the role of main bread earner and daughters to perform the role of caregiving. Therefore, mothers and fathers may encourage different behaviours in their sons and daughters in accordance with their schema of gender.

Hypothesis 4: It was expected that e a significant interaction effect of ‘ecology’ and ‘gender’ on dependent variables among the samples. Result (Table- 6) shows that there was a significant interaction effect of ecology and gender on the different domains of the scales that were employed. Of all the domains, emotional regression has the highest effect with 82% this shows that males and females from urban and rural areas when faced with stress or unpleasant situations would regress emotionally as a way of defence mechanism. This gives us a clear picture of the emotional status of teachers. Social maladjustment and lack of independence both showed that ecology and gender have an interaction effect of 71% that further explained how a person’s adjustment depends on his or her environment. The finding revealed that the teachers seem to have adjustment problems that are solely dependent on the ecology. This could be due to the climatic conditions, work environment, school-related factors, low frustration threshold or the inability to maintain an interpersonal relationship with others. The family system can also affect the social adjustment and dependence on children (Judith, 2018). Authoritative and authoritarian parenting style has 78% effect which shows that depending on the

ecology of the parents and their gender the outcomes of their children such as the emotional maturity or behaviour can be affected and brings about changes.

Hypothesis 5: It was expected that perceived parenting style significant prediction on other dependent variables among the samples which has been significantly proven from the result (Table- 7). Authoritative parenting style on emotional regression was predicted by 70% indicating that this parenting style has an acceptable effect on how our samples regress emotionally. As mentioned in the previous results, emotional regression is used as a defence mechanism as our population consist of teachers from different areas and it is possible that they face undesirable situations in their daily routine.

Conclusion

From the results obtained and the literature provided, the status of emotional maturity among the teachers from both the ecology revealed that they regress emotionally when they face stress or undesirable conditions. This means that besides teaching one may encounter interpersonal conflicts with others which lead them to regress emotionally. Teachers from both urban and rural areas are challenged with different problems related to student's misconduct of behavior, classroom environment, poor resources and facilities, etc. The results from the study also revealed that male teachers from Mizoram are usually from the authoritative type parenting.

Limitation and Suggestions for further study

There is always some limitation and scope of further research in the same area. The present study was conducted on high school teachers of Mizoram.

- The present study age group that is 24 to 65 years were used as participants. So, in future research participants from the same age groups could be used to get a more desirable result.
- The present study can be made on a larger and more representative sample, which would provide a more reliable result.
- It could have been more reliable if the researcher has done some comparison between private and government school teachers.
- Similar studies can be made to University teachers to make a comparative study.
- A similar study can be conducted by adding more scales to measure such as stress, well-being, anxiety, mental health, happiness scale and so on.

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