A student of research should proceed systematically in studying literature related to the problem. He should be quite selective in approach and should study and prepare notes of relevant studies which have been conducted prior to the study under investigation. The researcher should take notes of the subject matter he reads from books, handbooks, yearbooks, reference books, periodicals, current indexes to educational periodicals, journals, dissertations and theses. Related literature can also be derived from internet on computers. After searching the related literature, the researcher should place the related studies in order.

Survey of related literature helps in the selection of a new research problem. It also helps in developing research tools, suggesting ways to collect data and using appropriate methodology for analysis and interpretation.

In the present study, various text books and references books related to the variables i.e. self-disclosure, values, family relationship and school environment have been studied. In this regard the following review of related literature has been considered.

2.1 Study related to Self-Disclosure

2.1.1 Studies Abroad related to Self-Disclosure

Blickfeldt (2013) conducted a study regarding adolescents' self-disclosure and fathers' involvement transactions across early to mid-adolescence. Four hundred and ninety-six adolescents reported on their general self-disclosure to fathers, and mothers reported on fathers' involvement behaviour and maternal involvement at ages 11, 13, and 15. The results from a longitudinal cross-lagged model indicated a unidirectional relationship from a fathers' involvement to a child's self-disclosure in both early and mid-adolescence, and a transactional relationship from adolescent self-disclosure to father involvement in early adolescence. A multiple group analysis by gender revealed that both unidirectional and transactional relationships were significant for boys only. Future research efforts should be sensitive to developmental changes and gender differences within father-child communication processes across adolescence.

Matulaitiene & Paluckaite (2013) analyzed the peculiarities of teachers' self-disclosure and its relation to students' motivation to learn with the method of review of literature. It was analyzed that teachers' self-disclosure may be an effective instrument for the teachers to motivate students to learn. The review has also shown that teachers' self-disclosure should be relevant and appropriate to the current situation. It depends on teachers whether they want to disclose or not.

Cross & Walsh (2012) studied stigma, self disclosure and bipolar disorder in celebrities and examined some reasons chosen by celebrities to disclose the diagnosis of their bipolar disorder in celebrities utilizing self-disclosure literature and contribution to reducing the stigma and social exclusion for people with mental illness.

Tamir & Mitchell (2012) capitalized on the consistency of such findings to examine whether the same brain regions are engaged by opportunities to disclose information about one's self. In these studies, participants underwent Functional Magnetic Resonance Imaging (FMRI) scanning while alternately disclosing their own beliefs and opinions or speculating about the beliefs and opinions of another person. To the extent that revealing one's own thoughts is intrinsically rewarding, we expected greater activity in the NACC and VTA to accompany trials in which participants answered such questions about themselves than when they answered questions about others.

Mihai (2011) examined the relationship between parents and children to study the self-disclosure. It was found that healthy communication of parents and child develops the ability to disclose their feelings, assertive and non-violent communication. Parental styles effected self-disclosure and relationship of parents-child. Children who had listened to and were guided by their parents had confidence in themselves to disclose.

Subrahmanyam & Greenfield (2008) examined adolescents' relationship with friends, romantic partners, strangers, and their families in the context of their online communication activities. As a result of technological development family relations and school make use of electronic media to explore identity and intimacy in adolescents. Online communication media afford adolescents opportunities to explore as well as to practice self-disclosure and self-presentation, which are both important steps toward constructing a coherent identity.

Andrade, Kaltcheva & Weitz (2002) attempted a study on self-disclosure on the web: the impact of privacy policy, reward, and company reputation. The objectives of this research were the impact of privacy policy, company reputation and rewards on consumer concerns with disclosing personal information. The findings of the study indicated that the reputation of the company decreased self-disclosure concern and complete privacy policy, in comparison to an incomplete policy, alleviated the concern over disclosure. The qualitative data suggests that consumers are inclined to perceive the offer of a reward as an inadequate compensation for disclosure and such inquiries furnished additional support for the presence of a privacy policy and the reputation of

the company decrease the concern over disclosure. The main finding was that the sensitive information induced stronger concern than the identification information, which, in turn, induced stronger concern than the disclosure of preferences and habits.

Collins & Miller (1994) conducted a meta-analysis review documenting three distinct but overlapping mechanisms that account for the link between self disclosure and relationship closeness- People disclose more to someone whom they like. People like someone more who discloses to them. People like someone more to whom they have disclosed personal information.

Dindia & Allen (1992) conducted a meta-analysis of 205 studies involving 23,702 Ss to determine whether there are sex differences in self-disclosure. Across these studies, women disclosed slightly more than men (d 18). Several moderator variables were found. Sex of the target and the interaction effect or relationship to target and measure of self-disclosure moderated the effect of sex on self-disclosure. Sex differences in self-disclosure were significantly greater to female and same-sex partners than to opposite sex or male partners. When the target had a relationship with the disclosure i.e. parents, friends and spouse, women disclosed more than men regardless of whether self-disclosure was measured by self-report or observation. When the target was a stranger, men disclosed similar to women.

Masselam, Marcus & Stunkard (1990) conducted a study entitled "Parent-adolescent communication, family functioning, and school performance." The present study presents the results of a test of theoretical postulates proposed by Olson, Russell & Sprenkle (1983) using a matched set of adolescents and their parents. One set of families (n = 40) consisted of adolescents who had been unsuccessful in public school and were attending alternative schools, while the other (n = 52) was a matched group of public school adolescents and their families. The results showed predicted differences in the direction of greater balanced functioning (i.e., optimal cohesion and adaptability) and more positive communication in the public school families. Public school families also perceived greater congruence between perceived and ideal family functioning. Congruence and differences between adolescent and parent perceptions, the importance of positive communication for optimal functioning, and implications for family treatment were discussed.

2.1.2 Indian studies related to Self-Disclosure

Kapoor & Khajuria (2015) conducted a study on self-disclosure and social intelligence among adolescents. A total of 100 adolescents (50 boys and 50 girls) were selected to find out the relationship between self-disclosure and social intelligence. The data was obtained through Self-Disclosure Inventory by Dr. Virendra Sinha and Social Intelligence Scale by Dr. N.K. Chanda. The results indicated that there existed no significant difference in self-disclosure among adolescent rural and urban boys and girls. The study indicated that there was significant correlation between self-disclosure and social intelligence among adolescents.

Markad (2014) attempted a study of home environment, self-disclosure and ego-strength among different religious groups. The sample comprised of 400 college going adolescents. The students were equally selected from various religions namely Hindu, Muslim, Sikh, Christian and Buddhist by random sampling technique. Forty male and forty female adolescents were equally selected from each religions group. Home environment inventory by Mishra (1996), Self-disclosure inventory by Sinha (1982) and Ego strength scale by Hasan (1963) were used for collection of data. The findings of the study revealed that male and female adolescents had significant differences in their perception of home environment components namely control, protectiveness, conformity, nurture and permissiveness. No significant difference was found between male and female adolescents with regard to home environment components namely punishment, social isolation, reward, deprivation of privileges and rejection dimensions. Female adolescents had significantly higher attitude of self-disclosure than male adolescents. Self-disclosure behaviour was found significantly different between male and female adolescents in relation to their religion.

Poonam (2013) conducted a study of self-disclosure of secondary school students in relation to their home environment and school environment. The mean scores of the study revealed that the students with favourable home environment and school environment had better disclosure than the students with unfavourable home environment and school environment. In this way, it was found that home and school environment had significant effect on the self disclosure of male and female students.

Bhatnagar & Suman (2012) conducted a study of self-disclosure in relation to their social intelligence. The objectives were to find out the relationship between self-disclosure and social intelligence and difference between boys and girls as well as rural

and urban adolescents in terms of self-disclosure and social intelligence. It was found that girls disclosed themselves more quickly than the boys. The urban adolescents were more social and unreserved than the rural adolescents and they disclosed their feelings more quickly. Girls were more extrovert but boys were more socially intelligent, independent and liberal. Rural adolescents were socially more intelligent than urban adolescents. It was found that these people who were able to disclose their feelings to others in a better way, they were socially intelligent.

Suman (2011) conducted a study to find out the impact of self-disclosure on the teaching effectiveness of the senior secondary school teachers of Hissar district. After analysing the data, it was found that there was a significant relationship between self-disclosure and teaching competency. There was also significant difference in the mean scores of teaching competency and self-disclosure in relation to sex. The male teachers had better self-disclosure as compared to female senior secondary school teachers.

Srivastava (1984) conducted a study to find out the relationship between family structure (nuclear or joint), manifest anxiety and self disclosure among urban boys. For this purpose, Sinha Anxiety Scale and Sinha's Self Disclosure Inventory each were administered on 100 boys, 16-18 years, from nuclear and joint families, residing in the city of Kanpur. Subjects were matched for age, education, birth order and socio-economic status. The results indicated that the boys of nuclear families had significantly lower manifest anxiety and they had significantly higher self-disclosure than their counterparts from joint families. The results support the assumption that nuclear families are more congenial for healthy and integrated personality development of the Indian children in an urban setting in the context of rapid social change, urbanization and industrialization.

2.2 Study related to values

2.2.1 Studies abroad related to Values

Moskvicheva, Brodovskaia, Dudchenko & Borisova (2016) identified similarities and differences in life values in adolescents, their mothers and fathers, and to describe the parental attitudes towards their child's choice of future profession and relationships with parents' life values. 76 adolescents and 105 parents (61 mothers and 44 fathers) were selected for the sample. Descriptive, correlation and comparative analysis were conducted. The study revealed high importance of the values of universalism, security, self-direction and benevolence for adolescents and their parents' different relation to

the values of stimulation, hedonism, conformity and tradition. The findings revealed intergenerational transmission of life values in inter-relations of adolescents and their parents (father and mother).

Zaman & Muhammad (2012) conducted a comparative study of the values of Bangladeshi male students in public and private universities. The purpose of the study was to observe the differences in values between the male students studying at the same level of the public and private universities of Bangladesh. 104 respondents (52 respondents from public universities and 52 respondents from private universities) were selected purposively from the educational institutions of many parts of Dhaka city. The mean age of the students was 21.5 years. The revised, adapted Bengali version by Latif, 1991 of "Allport Vernon Lindzey study of values" (1960) was used in the context of Bangladeshi culture. The data was analyzed by using t-test computation with the help of SPSS. The findings revealed no significant differences in theoretical, aesthetic and religious values between groups of students. Significant differences were found between the two groups with regard to economic, social and political values.

Cases, Coenders, Figuer, Gonzalez & Malo (2010) attempted a study on relationship between adolescents' and parents' values and parents' answering behaviour. The investigators randomly selected a sample of seven schools within the province of Girona, a region in the north east of Spain. Adolescents of randomly selected classes from each school and their 469 parents were included in the study. The data was collected with the administration of questionnaire to parents and adolescents. The findings of the study revealed significant and relatively high correlation among all the values which children aspired to for their own future and parents aspired to for their child's future except materialistic values.

2.2.2 Indian studies related to Values

Kumari & Nanda (2016) conducted a study on a sample of 100 pupil teachers of education colleges located in Chandigarh and its surroundings. The findings of the present study revealed no significant difference in the mean percent scores of value system of urban and rural pupil teacher. The mean percent score of value conflict of pupil teachers revealed no significant difference between the two groups. A negative significant correlation was found between value conflict and value system of urban and rural pupil teachers.

Sharma (2016) discussed the psychological aspects of values and ethics, beginning with the concepts, sources and formation, introducing the theoretical explanations. Thereafter, it was attempted to put forth a set of strategies based on psychological principles for educational institutions that should be useful for the effective education of the youth in ethical values. People seek to maintain consistency between their covertly held values and their overtly observable behaviour. The present study focused on inculcating the right values and ethics in the young to ensure generations that are wise, peaceful, empathetic and flourishing.

Husain & Dangwal (2015) presented their views about value enhancement in technological era. According to them value are the essence of the education system. It is the earnest responsibility of all of us to be role models for younger generation as teachers, parents, guardians etc. Many a time it is said that values are caught and not taught. But in the present scenario, a nation with huge armed forces, nuclear weapons and atomic power could not be as strong as a nation having citizens with strong character and willpower to cherish its traditional values. In this regard probably, it will not be irrelevant to say that value inculcation is more effective when it is caught rather than merely taught. Since it is a significance scale of personality it touches all junctures of life. It is the essence of the flower of education and life. In the present era of technology it is a requisite that people embrace core moral values such as selflessness, honesty, self-determination, righteousness, integrity, faithfulness, accountability, empathy and must reflect the normative standards discovered and developed by human beings through living together.

Mittal (2015) describes the need for value-based education system and elaborates the value based education. According to him, value based education enables us to discriminate between the elements that give us strength, dignity, values and ethics on the one hand, and the ones which degrade our society and undermine our value system on the other. It allows us to apply rational and logical methods to address intolerant separatism and turn religious fanatics into scholars.

Ashokan (2014) classified the two types of values: micro and macro. Micro values are individualistic and act as agents strengthening the decision making and thereby ultimately sustaining macro values such as secularism, democracy and nationalism, which constitute the standard attributes of national integration and development. Democracy strengthens education and education reinforces and integrates democratic

values. To develop democracy, values should be developed and for enhancing the value system, value education should be developed.

Mondal & Mete (2014) described value-oriented education in accordance with the prevailing philosophies of life. Education is always, directly or indirectly, value-oriented. Value-oriented education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. Value-oriented education is a tool with the help of which an individual can chisel his own statue. Values are like pearls in the character and personality of an individual.

Chaudhary (2013) describes the value education, its importance and presence in Indian mythology and ways to implant value education in Indian society. He has also given a model of value education which is very important for Indian education system. The central theme of value education is new positive morality which is an integral part of education system. An integrated education can provide for the integrated growth of personality and integrated education is not possible without the integration of values. Sattva, Rajas and Tamas are the gunas which constitute psychogenic substances.

Natasha (2013) conducted a comparative study of value pattern among adolescents. A sample of 250 students of 11th class was taken from schools of Jammu, the adjoining rural areas of Kathua and Sambha. It was observed that there was a significant difference in the value pattern of adolescents of rural and urban areas. The results of the study showed that there was significant difference between the groups on the basis of means on theoretical, economical, aesthetic, political and religious values.

Garg (2012) presented the views about value orientation of education to develop moral and ethical values and promote innate love for peace and reverence for truth which are intrinsic in human life. National Policy on Education, 1986 highlighted the glorious traditions and rich cultural heritage of India. The Education Commissions headed by Dr. Radhakrishnan and Dr. Kothari recommended that values such as truth, peace, non-violence, right conduct and love be included as core values in our educational system. Sri Prakasa Committee (1959) made valuable recommendations for strengthening moral, ethical and spiritual values. The need to cultivate the values of a humane and composite culture for integrated development of the youth through specialized institutions or by refashioning the education system has also been recognized in the National Policy on Education, 1986 and Programme of Action, 1992.

Heblikar (2012) conducted a study to find out the relationship between the dependent variables of moral judgement and values of IXth standard students and the independent variables of values and their gender differences. It was found that the effect of gender differences was not significant on moral judgment but values were found to affect moral judgments. It was also found that the main and interaction effect of values and gender differences on the moral judgment of 9th standard students was not significant.

Sirswal (2010) stated about philosophy and values in school education of India, "philosophy could make significant contribution, particularly in relation to children's moral development, because the Indian curriculum currently neglects this aim." A teacher can play an important role in promoting this discussion because a teacher has the capacity to influence students with his thoughts and personality and to engage them in these activities. Philosophy needs to be included in the curriculum because it has demonstrated cognitive and social gains in children who were exposed to philosophy in their schooling.

Mantry (2008) attempted an experimental study on effectiveness of value education in promoting nationalism and internationalism among high school students. A sample of 40 students of IX class from government schools was selected for the proposed study. The tools were developed by the investigator as a package related to both nationalism and internationalism separately. It was revealed from the study that there was significant difference between the mean differences of the gain scores for experimental and control group with regard to nationalism and internationalism separately. It was concluded that the value education package had positive effect in promoting nationalism and internationalism.

Kalia & Sheoran (2004) conducted a study on gender wise analysis of values of scheduled caste and non-scheduled caste adolescents. It was found that male scheduled caste adolescents were more theoretical and religious in comparison to female scheduled caste adolescents. Female non-scheduled caste adolescents were more theoretical in comparison to female scheduled caste adolescents. Female scheduled caste adolescents were more aesthetic and religious than female non scheduled caste adolescents. On the rest of the values no significance difference was found among these groups.

Kaur (2004) made an attempt to study the value patterns of adolescents in relation to their family climate. A sample of 200 adolescent girls and boys studying in different

schools in class 11th was selected. Tools used were value test by Dr. R.K. Ojha and family climate scale prepared by Beena Shah. Statistical technique used were mean, SD, t-test and coefficient of correlation. Major findings of the study were (1) there was significant relationship between value patterns and family climate. (2) no significant difference was there between government and public school male and female adolescents in respect of their value patterns (3) no significant difference was there in value patterns of government and public school students (4) there was significant difference between value patterns of adolescents in relation to their family climate (positive or negative family climate).

NCERT (2004) conducted a project on development of values through Jeevan Vigyan: *an* experimental study found that not only students were benefited from Jeevan Vigyan programme but also teachers. Curriculum and surroundings were more conductive facilitating the teaching learning process.

Dhull & Khatri (2002) conducted an experimental study on effect of value clarification on moral reasoning of children in relation to parental attitude. The findings were that value clarification technique has a positive significant effect on the development of moral reasoning in children and accepting attitude of parents has a positive significant effect on the development of moral reasoning of children as a result of value clarification.

Bajpai (2010) conducted a study on tribe's values. The results revealed that the mean scores for theoretical, religious and aesthetic values of non-tribal adolescents were higher than that of the corresponding mean scores of tribal adolescents. The difference was significant beyond 0.01 and .05 levels. The mean scores for social value of tribal adolescents were higher than that of non-tribal adolescents. The differences were significant beyond .05 level. The mean scores of tribal adolescents were slightly higher than that of non-tribal adolescents for economy and some customs. But changes in social values and ethical cadres were hard to find.

Bharadwaj & Prashar (2000) studied the existing value-conflict with the perceived parenting of carelessness and protection on a sample of 500 late adolescents with the use of two group design. Their results revealed that parenting of carelessness and protection played a peculiar role in the formation of specific patterns, not in concurrence with the established norms of Indian society because evasion vs. fortitude value conflict with a tendency towards evasion and hate vs. love value conflict with a

tendency towards hate along with slight dependence and selfishness were found to be associated with parental carelessness and evasion vs. fortitude value conflict with a tendency towards fortitude and dependence vs. self-reliance value conflict with a tendency towards self-reliance along with less probity and love were the product of parenting of protection.

Kulshreshtha (1999) conducted a study on family relations and scholastic achievement. The normative survey method was used. Age, locality and type of schools were control variables. The sample comprised of 600 students of class X from 6 schools of Aligarh city selected by a systematic random technique. Intelligence Test, Socio-Economic Status Scale by R.L. Bhardwaj et al., Family Relationship Inventory by Sherry and Sinha and examination marks were used for data collection. The data was analyzed by mean, median, SD, skewness, kurtosis, correlation and t-test. Major findings of the study were: (i) after partialling out the effect of intelligence and SES, the correlation between scholastic achievement and family relation was found to be substantially positive and significant. (ii) High achieving boys and girls and low achieving boys and girls did not differ significantly with respect to their family relations. (iii) The correlation between scholastic achievement and family relations in the whole sample was found to be moderately positive and significant.

Bakshi (1998) studied home environment as conducive to value orientation and found that parental attitude of avoidance has non-significant relation with religious value but significant relation was found with social value. For the rest of values i.e. theoretical, economical, aesthetic and political, it was found to be non-significant.

Bajpai (1997) conducted a study on values in relation to locality and gender and found that theoretical, economic, aesthetic, social and religious values were significantly different in urban students with comparison to their rural counterparts. But in political values, the urban students were found to be non-significantly different as compared with the rural students; economic, aesthetic, social and religious values were found to be significantly different in boy students with comparison to their girl counterparts.

Gauba (1993) conducted a study on male students of 12th class (200 Arts and 200 Science) of Ferozpur and Patiala districts. Study of values test by Ojha and school environment measuring scale by the investigator were used. An examination of the result shows that the science students of rich and poor school climate do differ significantly in their values. Also, arts students from rich school climate differ

significantly from these of poor school climate. The total group of students from rich school climate and poor school climate differs significantly. There is positive and significant relationship between values and school environment.

Pathak (1989) explored some personality factors and value orientations of creative individuals. The sample consisted of 400 college freshmen drawn from three colleges of Bash sub-division in the district of Patna. The tools used for the investigation consisted of: (i) Wallahkogan's Battery of creative instruments, (ii) Cattell's 16 P.F. as adopted by Kapoor (1970), (iii) Adjustment inventory by Sinha and Singh, and (iv) Allport Vernon, Lindzey Study to Values, as adopted by Verma (1970). The investigator found that the main effect of high and low creative groups in terms of their shy versus venturesome scores and the interaction effect between intelligence and creativity were statistically insignificant. The mean score of high creative subjects in terms of shy versus venturesome scores was high in comparison to mean score of low creative subjects. The product moment correlation between shy versus venturesome (dimensions of personality) scores of creativity index was positive but insignificant.

Kulshreshtha (1979) studied the emerging value pattern of teachers and new trends of education in India. The study was done on a sample of 700 teachers of intermediate and higher secondary or high schools only. The investigator found that teachers were more interested in humanitarian values than the other values. The next place was obtained by social and progressive values, followed by aesthetic and non-social values; less interest was shown for economic traditional and non-aesthetic values. In other words the integrated value patterns had the characteristics of uniformity.

Gaur (1975) attempted a descriptive survey on values and perception of high school students of the state of Rajasthan in relation to their learning. The main objective of the study was to find out the relationship between learning and values, self-concept and perception with specific reference to urban and rural, boys and girls group of students. There was no significant difference between rural boys and girls on aesthetic, political and religious values.

2.3 Study related to Family Relationship

2.3.1 Studies abroad related to Family Relationship

Carlo, Mcginley, Hayes, Bate horst & Wilkinson (2007) attempted to find out whether parenting influence child development individually or collectively. It encompasses a number of different aspects, including beliefs, attitudes, values,

expectations, goals, practices, and behaviour. Parental attitudes toward the child create not only an emotional climate in which parent's behaviour is expressed, but also reflect parental control of parent-child relationships.

Zhang & Fuligni (2006) conducted a study on authority, autonomy, and family relationship among adolescents in urban and rural China. The sample consisted of 700 urban and rural students of 10th-12th grade (age ranging 16.6 years for 10th and 18.9 for 12th class). The study was conducted to assess their beliefs about parental authority and individual autonomy, as well as aspects of their relationship with their parents. Urban males were distinct from rural adolescents in terms of several aspects of their family relationship. Rural adolescents had more frequent discussions with their fathers concerning their future career, education and their school performance than the urban adolescents.

Berenson, Crawford, Cohen & Book (2005) conducted a study on implications of identification with parents and parents' acceptance for adolescents and adult self-esteem. Data was taken from a representative community sample. The results showed that self-esteem in male adolescents consistently improve of when they identified with their parents. Among female adolescents, the change in the self-esteem associated with parental identification depended on the parents' evaluation of them, suggesting that identifying with a rejecting parent presents a particular by vulnerable low self-esteem in young women.

Casanova Garcia-Linares, Cruz, Mannual & De La Villa (2005) studied influence of family and socio-demographic variables on students with low academic achievement. The sample consisted of two groups one groups out of which105 adolescents with normal achievement and the second group was of 205 adolescents with low achievement. The results indicated differences in the distribution of parental styles in the two groups for the majority of the variables analyzed. In the groups of adolescents with normal academic achievement, socio-demographic variables better predict achievement. For students with low achievement, family variables played a more important role in predicting achievement.

Cakir & Aydin (2005) studied and found that various dimensions of parental attitudes assumed significant importance during adolescence and in fact, research revealed differences among identity status of adolescents whose parents had diverse parental attitudes.

Davis (2005) studied the influence of parents' education and family income on child achievement. The study examined the process of how socio-economic status, parents' education and income indirectly relates to children's academic achievement through parents beliefs and behaviours. The sample was of 868 (8-12 years) subjects. The structures equation modeling techniques were used. It was found that the socio-economic factors were related indirectly to children's academic achievement through parents' beliefs and behaviour.

Evi (2005) studied the role of individual, family and peer factor on adolescents' depression. A sample of 558 adolescents was taken and the results showed that girls were more vulnerable to depressive symptoms than boys with gender differences. The effect of self perception of scholastic competence on depression was stronger for boys than girls, parent relations were found more significant for girls than boys. The effect of relationship with parents on the adolescents and psychological adjustment weakens during adolescence, being always stronger for girls than boys.

Gonzalez-Dehass, Willems & Holbein (2005) examined the relationship between parental involvement and student motivation. A study of students from an elementary school to high school showed beneficial relationship between parental involvement and the motivational constructs i.e., school engagement, perceived motivation and control, self-regulation, mastery of goal orientation and motivation to read.

Hale, Vander, Engels & Meeus (2005) studied the association of perceived parental rejection to adolescent depression and aggression. The sample was of 1329 male and female students of age ranging 10-19 years selected from Junior and high school. The scales used were of depression, aggression and perceived parental rejection questionnaires. The results showed perceived parental rejection should receive the same attention in the research of the development of both adolescent depression and aggression as has been the case for adolescent peer rejection.

Jeynes (2005) conducted a study on effects of parental involvement and family structure on the academic achievement of adolescents. The study assessed the effects of three aspects of parental involvement and family structure on the academic achievement. The results indicated that family structure and parental involvement were associated with higher adolescent academic achievement. Family structure was the greatest predictor of academic achievement. (Age ranging from 13 to 15 years). They were administered parental Authority Questionnaire Revised (PAQ-R), Socio economic

status scale and Children's Depression Inventory. The data was subjected to Pearson product moment method of correlation and regressive analysis. The result showed that depression was positively correlated with parenting style but negatively related with socio economic status. Regression analysis showed that social-status of the family, structure and authoritarian and permissive parenting styles were the potent predictors of depression among adolescents.

Spera (2005) studied the literature on the relationship among parenting practices, parenting styles and adolescents' school achievement. The review of the empirical research indicated that parental involvement and monitoring were robust predictors of adolescents' achievement.

Collins & Larsen (2004) Puberty found that the intensification of conflicts between parents and children distanced the adolescent from the rest of the family. The major quarrels between the adolescents and their parents were over the issues of autonomy.

Gupta, Gaur & Vohra (2004) explored the effect of parent-child relationship upon psycho-physical health of female adolescents. For this purpose, 100 female undergraduates were contacted twice to get their responses regarding their relations with their mothers as well as their fathers. The results of their responses indicated that the perception of adolescents regarding their relationship with mothers and fathers had great implications for their psychological, physical and total health.

Parker & Benson (2004) examined parental support and monitoring as they relate to adolescent outcomes. The sample was of 16,749 adolescents as assessed part of the National Educational Longitudinal Study. The result showed that support and monitoring would be associated with higher self-esteem and less risky behaviour during adolescence.

Purdie, Caroll & Roche (2004) conducted a study on parenting and adolescent self-regulation. The sample of the study was 214 Australian high school students and their parents. It was found that there was a moderate correlation between academic and non-academic self-regulation. Adolescents and their parents differed significantly in their perceptions of parenting behaviour, with parents rating themselves higher than their children in Involvement, Autonomy, Granting and Strictness behaviour.

Yadav & Singh (2004) conducted a comparative study of joint and nuclear family in terms of mental health of males and females. The data was collected from 100 male and female graduate students belonging to joint and nuclear families. Their results showed

that mental health of both male and female adolescents of nuclear family was better than the adolescent members of joint family.

Perosa, Perosa & Tam (2002) examined that identity is better developed during adolescence when parents themselves encourage youngsters to be autonomous and independent within the context of secure parent-child relationship: the families in which adolescents are encouraged both to be connected to their parents and to express their own individuality.

Garber (2001) conducted a study on predictors of depressive cognitions in young adolescents. For this study 240 young adolescents and their mothers were assessed. The result showed that maternal history of depression was associated with negative cognitions in offspring, maternal parenting style and stressful life events. Adolescents' self-worth was significantly predicted by low maternal acceptance. Attribution at style was associated with maternal attribution style for child focused events and significantly predicted by maternal psychological control and negative life events. Hopelessness was predicted by high levels of stressful life events, particularly among youth with low self-worth.

Johnson, Lavoie & Mahoney (2001) conducted a study on interpersonal conflict and family cohesion. The sample of the study comprised of 124 late adolescents. The findings showed that deteriorated family system may provide context that is associated with adolescents' feelings of loneliness as well as their ability to engage in social interaction outside the family system.

Fletcher, Elder & Mekos (2000) conducted a study on parental influence on adolescents' involvement in community activities. The sample of the study was 362 families. The result found was that warm parent are more likely to reinforce their children and this reinforcement strengthens children's involvement in community activities.

Jacobson & Crockett (2000) conducted a study on parental monitoring and adolescents' adjustment. The sample comprised 424 students of 7th-12th graders from single rural school districts in central Pennsylvania. The results showed that parental monitoring had strong association with all indicators of adjustment for both boys and girls, with the exception of boys' depression. Gender and grade level simultaneously moderated the relation between parental monitoring and adolescent delinquency, with the effect of parental monitoring increasing across grade level for boys and decreasing

with grade level for girls. Furthermore, maternal employment moderated the relation between monitoring and adolescent delinquency and sexual behaviour. For both boys and girls whose mothers worked full time monitoring was a significant predictor of problems.

Martin, Martin & Martin (2000) studied the effects of changing family on adolescents' attitude and behavior. The study examined historical trends during the last 40 years in marriage and family life and the impact on today's adolescents. The authors stresses the importance of understanding the changing context of the family in helping adolescents, coping with family issues and problems related to dating and intimacy.

Medvedona (2000) conducted a study on relationships of family dimensions with self-esteem in early adolescence. The sample of 391 adolescents (age range 11-14 years) was selected. The Coopersmith' Self-esteem Inventory, Family Environment Scale and Parent Behavior Questionnaire were used. The result showed that all subjects had positive relationship of self-esteem with cohesion, organism, expressiveness, and recreational orientation in family. In males, self-esteem was positively related to moral global opinion orientation and in female to intellectually cultural family orientation. Negative highly significant relationships were found between self-esteem and family conflict in all subjects. Subjects from high conflict families had poor self-esteem, weaker inward context and higher anxiety.

Roboteg, Rijavec & Brajsa (2000) conducted a prospective study of adolescents peer support, gender difference and the influence of parental relationship on self esteem and depression. The sample of 285 male and female adolescents (11-15 years) and their parents was taken. The result showed that parents' supportive relationships for boys impacted their perceptions of peer support indirectly through depression. For girls it directly impacted both their self-esteem and depression.

Hill & Holmbeck (1986) described that parenting attitudes marked by rigidly enforced rules and regulations; make adjustments to adolescence difficult. In families where excessive parental control is accompanied by extreme coldness and punishment, the adolescent may rebel against parents' standards explicitly, in an attempt to assert their independence in a visible and demonstrable fashion.

Csikszentmihalyi & Larson (1984) found that 15 years old spend 25% and 17-18 years old spent 15% of waking time with family members. The teenagers became particularly angry when their self-boundary was repeatedly invaded by parental

requests to perform tasks representative of parental values. Adolescents may disclose less to parents because the content may become less acceptable. These findings suggest that reduced self-disclosure in adolescents is a part of developmental process of separation and individuation in which both the parents and the adolescent play a major role.

Ainsworth (1982), Grotevant & Cooper (1985), Zimmermann & Becker-Stoll (2002) Research suggests that parenting and family socialization experiences may enhance or hinder an individual's ability to deal effectively with the developmental issues of adolescents.

Bonney (1976) found that rejected children have experienced some form of rejection by one or both parents. They have excessive emotional attachment with one of the parents. The rejection and abnormal pulling of the children towards one side of parental axis resulted in various forms of personality distortions such a sense of inferiority, a deep seated feeling of revenge, an immature and confused love life and an expectation of greater pleasure without efforts and responsibility.

Symond (1974) reported that rejected children tend to show attention seeking behaviour which is problematic in school as well as at home and tend towards delinquency. They also developed the feelings of insecurity and inferiority complex with low self-concept, they often tried to win parental affection by attention seeking behaviour in different ways.

2.3.2 Indian studies related to Family Relationship

Pooja (2016) conducted a comparative study of emotional adjustment of secondary school students in relation to their gender, academic achievement and parent-child relationship. The sample was included 200 randomly selected secondary school students of 9th class studying in government and private schools of Samba district of Jammu & Kashmir. For the collection of data, adjustment inventory by A. K. P. Sinha & R.P. Singh and parent-child relationship inventory by Nalini Rao were used. The collected data was analyzed with the help of 't' test. The findings of the study showed that female students are emotionally more adjusted than male students. The students having high parent-child relationship are emotionally more adjusted as compared with students having low parent-child relationship.

Thakur & Batra (2016) attempted a research to find out the correlation between adjustment and parent-child relationship. The study was conducted on a sample of 100

students of high schools from Chandigarh. High school adjustment inventory by A.K. Singh & A. S. Gupta (2011) and parent-child relationship scale by Nalini Rao (2011) were used to measure the adjustment and characteristic behaviour of parents as experienced by their children respectively. The results indicate that there is no significant correlation between the adjustment and parent child relationship of high school adolescents.

Singh & Kaur (2015) conducted a study on parental involvement in relation to value conflict of adolescents. Descriptive survey was used in the study. The sample consisted of 300 students of 10thclass randomly selected from 179 government high and senior secondary schools from Ferozpur district. The standardized tools viz. parental involvement scale by Chopra and Sahoo (2007) and value conflict scale by Bhardwaj (2001) were used for collecting data. Pearson product moment correlation and t-test were used for analyzing the data. There was significant relationship between home involvement and pragmatism versus idealism value conflict among adolescent boys, parental involvement through PTA and selfishness versus probity, home involvement and value conflict hate versus love among adolescent girls.

Kannamal (2014) conducted a study on guidance needs of urban and rural adolescents in relation to home environment. A sample of 300 students from randomly selected secondary schools of Rasipuram, Namakkal district was taken for the study. The findings of the study were that (1) No significant difference was found there between urban and rural adolescents in relation to home environment with respect to place of location. (2) There was no significant difference between urban and rural adolescents with respect to government and private schools.

Kaur (2014) examined the effect of home environment and school environment on mental health of secondary school students. The study revealed that favourable and unfavourable home environment and school environment have significant effect on mental health of students. The study also revealed that favourable and unfavourable home environment and school environment have significant effect on mental health of male students as well as female students.

Kumar (2014) conducted a study to find out the relationship between emotional maturity and family relationship. The result revealed that there was no significant difference with regard to emotional maturity of adolescent boys and girls. The results of the study also revealed that there was no significant difference with regard to family

relationship of boys and girls adolescent. The result also revealed that there was significant relation between emotional maturity and family relationship of adolescent students. This shows that family relationship determines emotional maturity of adolescent students.

Sandhu & Singh (2012) conducted a study to investigate adolescent identity formation in relation to psychological well-being and parental attitudes (acceptance, concentration and avoidance). This study revealed that boys' psychological well-being was positively correlated with identity achievement while opposite pattern emerged for diffusion. Avoidant and concentrated parental attitudes had significant positive correlates with lower identity statuses. Factor analysis revealed that identity achievement status clustered both with parental acceptance and parental concentration. On different factors boys and girls in lower identity status experienced more avoidant and concentrated parenting.

Joshi & Yadav (2009) conducted a study on the role of socio-economic status and parenting style in predicting depression among adolescents. Depression is one of the most disabling conditions in the world. It is on the rise especially among adolescents. No doubt, biological factors such as neurotransmitters play an important role in causing depression but social factors like family status and parenting also contribute remarkably. The study was planned to investigate the role of these family related factors in depression among adolescents. The study was conducted to examine the predictive value of socio-economic status and parenting style in depression among adolescents. The sample consisted of 200 adolescents. **Luther et al (2005)** Studied comparable risk at the socio-economic status extremes and parenting dimensions. The sample consisted of614 students of 6th grade from two communities, one low income and the other high income. The results showed that, on average, very affluent children can perceive their parents as emotionally and physically unavailable to the same degree that youth in serious poverty do. It was found that closeness to parents was beneficial for both groups. The quantity of parent-child relationship, parents' physical absence (e.g. at dinner) showed vulnerability for distress and for poor school performance in both groups.

Kumar & Agarwal (2009) conducted a study on the correlates of aggression in adolescents. The study aimed to find out the parents child relationship, family environment, academic achievement of adolescents and life satisfaction of parents as

correlates of aggression in adolescents subjects. Participants consisted of 160 adolescents (80 boys and 80 girls).Measurement of psychological dimensions was done by standardized tools individually. The results statistically analyzed by product moment correlation method, indicated a significant negative correlation between aggression and parents child relationship, F.E., academic achievement of adolescents and life satisfaction of parents.

Kumar & Kumar (2009) conducted a study to investigate the comparison of feeling of security and insecurity in children of alcoholic and non-alcoholic parents. The sample consisted of randomly selected 40 male and female school going children of age groups11-13 years, having alcoholic parents (20 subjects) and non-alcoholic parents (20 subjects). A 2*2 factorial design was employed in the study. Obtained results showed a significant higher insecurity in the children of alcoholic parents than non-alcoholic parents.

Kumar & Shyam (2009) conducted a study on perceived parenting style and depression on adolescent students. The study was designed to assess the relationship between perceived parenting style and depression on a sample of 100 adolescent students (50 male and 50 female) of 10th, 11th, and 12th standard from Government and Public School in Bhiwani and Rohtak (Haryana). All the students were administered perceived parenting style questionnaire and adolescents' depression scale. The results were analyzed by calculating co-efficient of correlation. The findings showed significant and variable association of parenting style with adolescent depression.

Singh (2009) conducted a study on impact of parents-child relationship on emotional stability of adolescents. The study examined the role of a good parent-child relationship in fostering the emotional stability of adolescents. It aimed to work upon the relationship profile perceived by boys and girls with respect to their father and mother. It identified the PCR dimensions responsible for developing and maintaining emotional stability among boys and girls (n=75each) of class IX, mean age of 14.5 years. Parent-child relationship questionnaire (Dr. R.A. Singh) was used denoting specific and observable parental behavior separately for father and mother. Emotional stability test for children (Dr. A. Sen Gupta and Dr. A.K. Singh) was used to assess emotional stability. Correlation between PCR variables and ES revealed that the adolescents perceived the parents-child relationship significantly differently and girls showed higher emotional stability compared to boys. Parental behavior had a significant impact

on the emotional stability of adolescents. The discipline and punishment behaviour of mothers towards boys had significantly positive (0.01 level) impact, whereas father same behavior had significant negative impact (0.05 level) on the emotional stability of girls. The dominating and rejecting behaviour of mother towards boys had more adverse effect compared to girls; where father same behavior had significantly adverse (0.05 level) effect on the emotional stability of girls.

Singh, Moorjhani & Purohit (2009) designed their study to investigate the impact of perceived parental behaviour in relation to personality patterns in boys and girls. For this purpose, high school Personality Questionnaire and Parent-Child Relationship Scale was administered to a sample of 200 adolescents (100boys and 100 girls) from the age group of 15 to 18 years studying in XI and XII standard. Their results indicated that the personality of boys and girls are significantly affected by the perceived parental behaviour. There was a significant correlation between perceived parental behaviour and personality patterns of boys and girls. The results also showed that a significant difference was found in perceiving parental behaviour between boys and girls and significant difference was found in personality pattern between boys and girls.

Rai (2008) examined the effects of perceived parenting style on drug addiction of male and female adolescents. The results of the study indicated that rejection from father and mother leads to drug addiction among adolescents, while adolescents, who received emotional warmth from parents were less likely to engage in drug use. Over protection and favourable behaviour from parents was found to have significant effect on drug use among adolescents.

Singh & Singh (2008) examined the impact of parental relations on students' subjective well-being i.e. mood and life satisfaction. Parent-Child Relationship Scale developed by Stattin & Kerr, Life Satisfaction Scale developed by Diener et. al. and Positive and Negative Affect Scale developed by Watson et al. were administered on a sample of high school students. The results showed that parent-child relationship is significantly related with students' subjective well-being i.e. mood (especially negative affect) and life satisfaction.

Tung & Sandhu (2008) observed that the family and the various relationship dynamics and interaction patterns therein, serve as a very important context for the psychological development of adolescents at a time when the latter are attempting to discover their personal sense of self and are struggling to establish themselves as independent, self-

governing individuals. At the same time, the adolescents' attempts towards individuation may affect parent-child relationship and unbalance the family system. Keeping these observations in view, the investigators discussed the adolescent psychological development in the light of key issues within the family systems like detachment debate and emotional distancing, parenting styles, parent-child interaction patterns, parental support and encouragement to adolescents' growing need to individuate, and familial control, cohesion, and conflict. They also discussed that emotional relationships with the family can enhance adolescents' adjustment and competence, or hamper their psychological development.

Suman & Dungrani (2007) conducted a study to find out parents' relationship with their children's. For this purpose, Parent-Child Relationship Scale was administered on a sample of 120 parents taken from Bhavnagar city, among them 60 from joint family and 60 from nuclear family. After analyzing the data by applying Friedman analysis of Variance, the results of the study showed significant parent-child relationship among parent of joint family. Parent-child relationship of nuclear family was also found significant.

Patel (2004) studied the impact of four parenting styles, i.e., authoritative, authoritarian, permissive and neglectful on self-esteem of adolescence. For this purpose, a sample of 180 students (90 boys and 90 girls) were administered Sherry and Sinha's Family Relationship Inventory, an Indian adaptation of Moos & Moos's Family Environment Scale by Joshi and Vyas, and Indian adaptation of Eagly's Self-Esteem Inventory by Jadeja. The findings revealed that adolescents having authoritarian parents significantly scored lower in self-esteem than adolescents having authoritative and permissive parents. Adolescents from neglected families exhibited lower self-esteem than adolescents from authoritative and permissive parents.

Patel (2003) conducted a study on adolescents' family factors and depression, attempted to identify the predictors of depression among adolescents. For this purpose, he administered Personal Data sheet, Achenbach's Child Behaviour Checklist, Sherry and Sinha's Family Relationship Inventory and Indian adaptation of Moos and Moos's Family Environment Scale by Joshi and Vyason a sample of 526 students of 8th, 9th and 10th standards in various schools of Rajkot city. The results were arrived at by the statistical technique of multiple regression analysis. Results indicated that six variables came out to be significant predictors of depression among adolescents out of 21

selected independent variables. These six factors were parental avoidance, cohesion, moral religious emphasis, control, educational qualification of father and educational qualification of mother.

Katwal & Kamalanabhan (2000) studied the factors influencing sibling cohesiveness in Indian families. The variables studied were the number of siblings, size of sibling group, and age difference between the siblings, family structure and perceived parental favouritism. For this purpose sibling-relationship questionnaire was administered on 120 adolescents. Data was analyzed using two-way ANOVA, t-test and product moment correlation. The results showed that the gender of the sibling, absence of one parent and parental favouritism affected sibling cohesiveness, but family structure, size of sibling group and age difference did not affect sibling cohesiveness.

Sastre, Maria & Ferriere (2000) conducted a study on family decline and the subjective well-being of adolescents. 100 male and female adolescent between the age ranging of 12-19 years were taken as sample of the study. Two questionnaire were administered: The French adaptation of the life satisfaction scale (M.R. Blais et al. 1989) and a questionnaire containing statements related to level of satisfaction in several areas, notably family relationship, body image, work, schooling and leisure activities. The result showed the direct or indirect influence of three factors related to placement in the children's home on life satisfaction, a direct effect of placement in the children's home and an indirect passing through the personal growth.

2.4 Studies related to School Environment

2.4.1 Studies abroad related to School Environment

Ferreira & Chino (2011) the results revealed that school satisfaction had a positive effect on the special needs of adolescents. Adolescents from satisfactory school environment are rated as above the average in social adjustment, personality traits, achievement, information and versatility of interest but adolescents' behavior in case of unsatisfactory school environment is something seriously abnormal.

Hoffmen, Huctchinson & Reiss (2009) examined the impact of training early childhood teachers on an emotional intelligence and classroom management program titled conscious discipline. The researchers conducted eight one-day workshops monthly from September through April to an initial group of more than 200 participants. For the assessment of attitudinal changes of teachers, they answered a survey about their school climate and classroom management methods. The survey was

initially given in September to 206 participants consisting of pre-kindergarten through sixth grade teachers with no exposure to the conscious discipline workshops and then again in April to a subset of the group of 117 participants who completed the workshop. The statistical analysis of discrimination found significant improvement at .05level in the teachers' perceptions of school climate and in their knowledge and use of these new classroom management techniques. The study demonstrated that the untrained group was unaware of the social relationship and cultural principles of conscious discipline that included releasing external control, embracing conflict resolution and implementing a more emotionally targeted reward structure in the classroom. Initial participants also expressed being unsatisfied with their school climate. However, those teachers who completed the workshops and were highly committed to using the conscious discipline skills exhibited a heightened positive feeling about school climate. Though, more fully-engaged teachers scored somewhat lower on the favourable school climate dimension than those teachers who were only minimally using conscious discipline techniques. Many teachers also showed improvement in student-teacher relationship, in which the correlation value is .325 and coefficient of correlation value in mutual support among teachers is .306.

Seiffgo-Krenka, Weidemann, Fentner & Aegenheister (2001) made a study on coping with school related stress and family stress in healthy and clinically referred adolescent. The sample of the study was 77 early and late adolescents (age 12-17 years) differing in psychological health. Data was gathered through the coping process interview. The results showed difference with respect to the appraisal of the stresses. Casual attribution, the amount of thoughts, feeling and action in order to cope with these stresses, but on the other side these are not in achieved effects and reappraisal. Clinically referred adolescents, independent from diagnosis experienced higher levels of school related stress and family stress and also exhibited more dysfunctional coping style when dealing with stresses.

Chen, Li & Bo-Shu (2000) conducted a study on depressed mood in Chinese children on development significance for social and school adjustment. A sample of 540 children with mean age of 11.6 years was selected for the study. Data was collected with self-reports, peer assessments, teacher ratings and school records. The result showed that depressed mood was a significant phenomenon in social and psychological

development in Chinese children and deserved attention from parents, teachers and professionals.

Haynes, Emmons & Ben-Adie (1997) suggested 15 key components of a healthy, supportive school climate: achievement motivation, collaborative decision making, equity and fairness, general school climate, order and discipline, parent involvement, school-community relations, staff dedication to student learning, staff expectations, leadership, school building, sharing of resources, caring and sensitivity, student interpersonal relations, and student-teacher relations. For these 15 supportive components to exist, all members at the school - administrators, teachers, parents, staff and students - must possess a set of cooperative values that calls for shared power, a set of social and emotional skills that facilitates healthy interpersonal interactions, and self-regulation and conflict resolution skills to handle disagreements. These social competence skills are not always taught in teacher preparation programs. Whether a teacher possesses these skills or not, is often determined by how, they were parented, their past relationships and media diet.

Epstein (2001) argued that school, family and community are important "spheres of influence" on children's development and a child's educational development is enhanced when these three environments work collaboratively toward shared goals. Epstein encouraged schools to create greater "overlap" between the school, home, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. By implementing activities across all six types of involvement, educators can help improve student achievement and experience in school.

2.4.2 Indian studies related to School Environment

Daptardar (2014) analyzed the contribution of family, school and society in nation building through education. Education begins in the family which constitutes the first point in the conveyer belt of our beliefs system and values. School makes a major contribution by providing appropriate education which inculcates values. A society with high values and morals can create positive and lasting impressions on the mind of children.

Jakher (2013) conducted a study to examine the value pattern of high achievers at secondary stage in relation to their home and school environment. A sample of 500

students (high achiever) studying in senior secondary schools affiliated to CBSE, Delhi was included in the study. The study revealed that the value pattern of high achiever students is affected by their school environment, socio-economic status and parental behaviour. It implies that both these variables have a considerable role to play in the development of value pattern of male and female students studying in CBSE affiliated school at senior secondary level. The findings of the study revealed that the students studying in school with high creative stimulation, cognitive encouragement and permissiveness possessed higher social and democratic values as compared to those with low creative stimulation and cognitive encouragement.

Sharma & Gaur (2013) conducted a study to find out the effect of type of school, locus of control and intelligence on the development of classroom morale of senior secondary school students of Sonipat and Jhajjar districts of Haryana. It was found that there was a significant three-way interaction effect in type of school, locus of control and high intelligence. Public school students having internal locus of control and high intelligence had the highest mean classroom morale. Government schools students having internal locus of control and high intelligence had the lowest mean classroom morale.

Ahmad (2012) studied the effect of socio-emotional school environment on academic achievement of teenager-boys. The testing of hypothesis was done by relating the source of two groups using the 'r' test and comparing the scores of the two groups using t-test. The result revealed that there was a significant difference in academic achievement of aided and private higher secondary teenager-boys. The result also revealed that there was a significant relation between socio-emotional school environment and academic achievement. Thus the socio-emotional school environment determines the academic achievement of teenager-boys.

Gupta & Bajpai (2010) studied the status of parental support in Bachpan (Institute of special education) and found that most of the parents want to participate in different activities regarding education of their child but it is possible. Schools should ensure active participation of the parents by involving in all the activities regarding different kinds of training of their children.

Bajpai (2006) indicated that aggressive behaviour of adolescents was significantly related to unsatisfactory school environment. Thus, school environment plays a significant role in the development of adolescents' behaviour and education.

The perusal of the contents given in the earlier pages of the chapter reveals that attempts have been made to study the relationship of self-disclosure with social intelligence, self-concept, mental health, motivation, effectiveness, family involvement, parental style, anxiety etc. Attempts have also been made to study the relationship of values with moral judgement, gender differences, promoting nationalism and internationalism, family climate etc. Research has been conducted and it was found that family relationship and school environment significantly affect overall personality traits of adolescents. After having gone through the related literature it was found that no study in particular was done on adolescents with self-disclosure & values as dependent variables and family relationship & school environment as independent variables. In view of these facts, the investigator decided to undertake the present study i.e. self-disclosure and values of adolescents in relation to their family relationship and school environment.