This chapter discusses the observation of the study, the results, the findings from the field. The present study entitled, “Impact of family climate and parental encouragement on the academic achievement among adolescents (14-17 years)”, was undertaken in Aligarh district of Uttar Pradesh. The salient findings have been discussed in the light of available literature under different heads and subheads in the following paragraphs:

5.1. ADOLESCENT’S PROFILE

Out of the total sample i.e. 352 adolescents, majority of them were of 15 years of age. The mean age of adolescents was 14.51 years which was more in males, then females. The maximum number of male and female adolescents were both in the age group of 15 years, which clearly proves that to date girls and boys start education at the same age. Therefore, the present findings were in confirmation with the new and changing scenario of education that equal concern for education is given to both the sexes by their parents. Contrary to the above findings Bhadoria and Singh (2005) found that Indian society practices for male and female children are different. Majority of adolescents were of Muslim religion then Hindu religion. Male adolescents were more in Hindu religion in comparison to female while female adolescents were more in number as compared to males in Muslim religion. Since Aligarh is a well known centre of education due to Aligarh Muslim University, girls education is at par among Muslims.
Out of total adolescents, majority of adolescents belonged to urban areas and remaining very less percentages were from rural areas. Female adolescents were more in urban areas in comparison to males. Getting education and its benefits is still limited to urban areas of India. As far as ordinal position was concerned, out of 352 adolescents, majority of them were first born, closely followed by second born, which might be due to the fact that today Indian Medical Science is providing with new and improved methods of family planning and people are limiting their children upto two on an average to provide for better quality of life.

The mean of members in the family was 5.34 members, which shows majority of adolescents had family member 5-9, which shows that joint family system is still prevailing in our country.

Professional fathers were in majority, out of 352 adolescents whereas graduate mother’s were in majority as far as education of parents was concerned. While majority of father’s were in service, majority of mothers were housewives. It is clearly understood from the present findings that although mothers were less qualified from their male counterparts, they were quite active in the educational upliftment of their adolescents. Which proves that mother’s are more concerned and they are more involved in the development of their children, to sum up they play a key role in their adolescents upbringing and nurturing. These finding were validated by Brody et al. (2002) that mother’s education and family SES are linked over children’s overall development.

Majority of the adolescents belonged to average income group i.e. Rs. 20,000-40,000/- per month. Female adolescents were more as compared to male adolescents in this income group, while no difference was observed among male and female adolescents in below average
income group i.e. below Rs. 20,000/- per month. This result is substantiated by Godiyal and Padiyar (2008) as they found that girls score high on socioeconomic status (average), also there is no difference as such within boys and girls in below average (low) socioeconomic status.

5.2. FAMILY CLIMATE

Mean scores of family climate towards restrictiveness Vs freedom, indulgence Vs avoidance, partiality Vs fairness, attention Vs negligence, acceptance Vs rejection, warmth Vs cold relations, trust Vs distrust, dominance Vs submissiveness, expectation Vs hopelessness, open communication Vs controlled communication and total family climate were found to be more among female adolescents with regard to socioeconomic variables. Gupta et al. (2008), reported that social isolation and reward for the nuclear family contribute significantly to emotional maturity of female adolescents. While protectiveness and permissiveness for the joint family contribute significantly to emotional maturity of female adolescents, similar finding were observed for the present study.

Significant differences regarding family climate towards indulgences Vs avoidance, acceptance Vs rejection, warmth Vs cold relations, open communication Vs controlled communication and total family climate were observed between male and female adolescents (p<0.05). Contrary to the above findings Choudhary and Kang (2008) stated that there exists no significant gender differences in all the dimensions of family environment.

Riaz (2003) revealed that children perceive their fathers to be significantly more neglecting whereas, mother’s are perceived as more
accepting than fathers. Almost similar results were found in the present study i.e. mean scores of male and female adolescents expressed high scores on attention Vs negligence for father’s as compared to mothers and showed high scores of acceptance Vs rejection for mother’s irrespective of education and occupation. In the present study significant effect of indulgence Vs avoidance was observed among adolescents of high economic status. Whereas no significant effect of attention Vs negligence was observed in this economic strata. Again, no significant effect was observed for indulgence Vs avoidance and attention Vs negligence among adolescents of low economic status. Contradictory results were depicted by Singh and Khokhar (2006) that experience of indulgence in the children is associated with low economic status families whereas neglect experience is associated with high economic status families.

Madnawat et al. (2006-07) revealed in his study that parental support and dominance effected the vocational maturity of adolescents separately as well as jointly, while negative and significant correlation was observed between them as far as parental encouragement and academic achievement was concerned.

5.3. PARENTAL ENCOURAGEMENT

Significant difference regarding mean scores of parental encouragement was observed between male and female adolescents which was supported by similar findings of Mehta et al. (2005) that girls had less sensitization tendency than boys which might be due to the difference in parental treatment of boys and girls.

Mavis et al. (1999) suggested that mother’s were higher than fathers in all aspects of parenting, however, including amount of time
spent in child care, warmth, negativity, control and monitoring, however, significant differences were found in the present study in this regard.

Shek and Lee (2005) reported, one fifth of Chinese adolescents displayed signs of hopelessness and adolescent hopelessness was related to adolescent age and gender as well as parental education and marital status. Better parent child relations showed lower levels of hopelessness. While no significant correlations were observed between parent-child relations and hopelessness.

As far as effect of parental employment on adolescents was concerned, Devi and Madhuri (2008) reported no significant difference of one over the other. Opposite to the above findings, the present study proposed significant difference of parental employment on adolescents with fathers occupation as teaching and working mothers. In a similar study by Srivastava (2007), found that daughters of teachers were found highly career oriented then Business class and fourth class employee fathers.

Garg and Chandra (2007) reported that teenage daughters of working mothers in comparison to the non-working mothers have good relations with their mothers in all aspects. Similar findings were observed in the present study with mean parental encouragement of female adolescents of working mothers more as compared to female adolescents of non-working mothers.

Yet in another study Bhati (2008) indicated that parents have significantly low aspirations, lesser need for achievement and lesser expectations in education for girls then boys. The present study supports the findings of the above study as significant difference regarding mean
score of parental encouragement was observed between male and female adolescents (t=2.297, p<0.05).

Parental disengagement in the face of adolescent problems allows adolescents to engage in delinquent behaviour (Patterson et al., 1992). No significant effect was observed by parental indulgence Vs avoidance on adolescents.

5.4 ACADEMIC ACHIEVEMENT

In a comparative study by Murthy and Kulshreshtha (1999) revealed that, in government and private schools boys and girls irrespective of sex differed significantly in favour of the private school students. Significant differences were observed among adolescents with respect to school type.

Thakur (2001) revealed that deprivation of privileges had a adverse effect on academic aspirations among girls. The present study supported the above findings, that significant difference regarding academic achievement towards income was observed, which indicates that economic conditions play a crucial role in academic achievement of a child.
5.5 FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT

As the income increases the educational aspirations of child increases (Thakur, 2001). The findings of the present study go in line with the above findings.

Family climate of male and female adolescents had a positive and significant impact on the academic achievement of adolescents. Similar results were concluded by Bagchi (2004) that cognitive style, social disadvantage are influential predictors of development of scholastic achievement. This was supported by another study suggesting a sense of family obligation to support assist and respect is associated with positive family relationships and higher academic achievement among Chinese adolescents (Zhang and Fuligni 2004).

Socioeconomic conditions, better facilities and orientation, higher level of aspiration and congenial and encouraging home environments contribute to academic success (Jha and Gupta, 1995). The findings of the present study partially support the above findings as family climate had a positive and significant impact on academic achievement of adolescents while parental encouragement was found to be related to academic achievement among male adolescents i.e. as the parental encouragement increased the academic achievement decreased among male adolescents. Schoon et al. (2002) reported that greater academic risk was associated with continuous experiences of socioeconomic disadvantage throughout childhood and adolescence. The research findings of the present study support the above findings because significant differences regarding academic achievement towards religion (Hindu), income (middle), mother’s education (upto graduate) were observed among adolescents. While there is no relation between family climate and academic
achievement of adolescents because significant differences were observed among Hindu’s, middle income group i.e. Rs. 20,000 – 40,000 per month and mother’s education up to graduation only and rest of the socioeconomic variables were found to be insignificant as far as their impact on academic achievement was concerned. Contrary to the above findings Diaz (2003) reported that family’s background was the most important and weightiest factor in determining the academic achievement of students.

Similar findings of the study by Zahyah (2008) support previous studies where both parents level of education was related to children’s academic achievement. Significant difference regarding family climate towards indulgence Vs avoidance, acceptance Vs rejection, warmth Vs cold relations, open Vs controlled communication were observed between male and female adolescents (p<0.05). Similar trends were revealed by Mohanraj and Latha (2005) that boys and girls differed in perception of the home and environment.

Similar findings were reported by Meena (2008) that the quality of home environment if deteriorated, level of scholastic achievement also comparatively declines in boys. The present study reveals positive and significant relation of academic performance on account of changing family climate among male and female adolescents. Which proves that good quality of home environment is related with high level of scholastic achievement in both boys and girls equally.
5.6. PARENTAL ENCOURAGEMENT AND ACADEMIC ACHIEVEMENT

Malhotra and Devika (2008) reported that certain parenting styles have a negative impact on children’s education. The present findings reported similar results that parental encouragement is related to academic achievement among male adolescents i.e. as parental encouragement increased the academic achievement decreased among male adolescents and vice-versa.

Contrary results to the above findings were reported by Tripathi (2004), Ahmad and Nigam (2008) also reported that motivation affects academic achievement of aided and private higher secondary students. Significant difference regarding mean scores of parental encouragement was observed between adolescents studying in private school.

Jha (2003) revealed that parental attachment to young children will determine level of relationship (interpersonal) when they become adolescents with respect to culture and religion. Significant difference was observed between male and female adolescents among Muslims (t=2.970, p<0.05) while no significant difference was observed among Hindus (t=0.537, p>0.05).

Similar study conducted in United States shows that parental involvement in children’s education positively effect such educational outcomes as school persistence (Teachman et al. 1997; McNeal 1999), post-secondary educational attainment (Sandefur et al., 2004) and academic achievement (Muller, 1993; Ho Sui-Chu and Willms 1996; Epstein 2001). Nearly similar findings were found in the present study. Significant difference regarding parental encouragement was observed between male and female adolescents in class X (t=3.169, p<0.05).
Parental education and encouragement were strongly related to improved student achievement (Wang et al. 1996). The findings of the present study reveal similar results that father’s education upto post graduation had significant impact on parental encouragement of adolescents while no significant impact was observed among adolescents with mother’s education graduate and post graduate.

Vamadevappa (2005) found that there was significant difference in the achievement scores of boys and girls of high parental involvement. Similar findings were revealed by the present study in case of parental encouragement which showed significance difference but no significant difference regarding academic achievement was observed among male and female adolescents.