REVIEW OF LITERATURE
Review of related literature is an essential aspect of research. It involves synthetic and synoptic understanding of the research works already conducted in the same field over a period of time. It provides some insight regarding strong points and limitations of the previous studies and enables the researcher to improve his own investigation (Panigrahi, 1999).

It is clearly evident that review of related literature serves as a guide post not only with regard to the quantum of work done in the field but also enables one to perceive the gaps in the concerned field of research. It promotes greater understanding of the problem and its critical aspects and ensures the avoidance of an unnecessary duplication and replication.

2.1 ADOLESCENCE

Pubertal changes have been ascribed an important role in various aspects of adolescent development. Post pubertal girls are somewhat more satisfied with body weight than advanced pubertal girls as far as satisfaction with appearance is concerned. While pubertal boys reported less moodiness as indicated by higher scores on impulse control and emotional tone (Dorm et al., 1988).

Adolescence is marked by anxiety, fear, self-esteem. Girls have consistently low level of self esteem whereas boys showed a significant
decrease in both anxiety and fear by age 12. Hence, it can be concluded that by year 12, boys and girls use different coping strategies, with boys more successfully reducing both fear and anxiety (Byrne, 2000).

There exists a great deal of diversity in adolescents’ level of maturity. Adultoid adolescents do exist (Galambos and Tilton Weaver, 2000). There have been enormous psychological pressures on adolescents to perform well and succeed in life. Emotional intelligence is positively correlated with appraisal of situation to be changed and problem-solving whereas threatened, lost, aggressive efforts and self criticism is negatively correlated with emotional intelligence among adolescents (Tiwari and Verma, 2008).

Adolescents boys and girls are differed significantly in their adjustment, whereas the girls score high on socioeconomic status (average), also there is no difference as such within boys and girls in below average (low) socioeconomic status (Godiyal and Padiyar, 2008).

Another study by Mahajan and Sharma (2008), concluded that adolescents may feel isolated, anxious and indecisive, they are deeply concerned as how others view them and are apt to display a lot of self-consciousness and embarrassment, they are anxious as cultural group places high value on appearance, popularity, academic achievement or on being like others of the same age group. Anxiety is likely to develop if the adolescents feels that he has not measured upto cultural expectations.

Projection is a popular defence mechanism by which we ascribe to others, feelings or motives we ourselves have. It is particularly useful in providing an excuse for failure to perform, or justification for doing something we wanted to do. In a similar study findings revealed that adolescents in the lower age levels adopt projection as a defence
mechanism more often than adolescents in the higher age levels i.e.
adoption of projection as a defence mechanism was found to decrease
with increasing age (George and Abraham, 2008).

In another study it was found that there was a significant difference
in life stress of rural/urban and boys/girls. Urban students had
significantly low level of life stress than rural students, and girl’s students
had more stress as compared to boy’s students (Paliwal and Sanadhya,
2008)

Questions about the nature of normative and atypical development
in adolescence have taken on special significance in the last few years, as
scientists have begun to recast old portraits of adolescent behaviours in
the light of new knowledge about brain development. Adolescence is a
period of heightened vulnerability, where all systems mature along
different times and under different independent and biological processes.
Adolescence together is a critical or sensitive period full of both risk and
opportunities (Steinberg, 2005).

Later adolescence is associated with a slowing of the emotional
changes of early adolescence. Adolescents’ average emotions had
relatively stable relations to life stress and psychological adjustment
between early and late adolescence (Larson et al., 2002). Age and gender
related patterns of life stress varies across the type and context of
stressors. Rudolph and Hammen (1999) noticed that adolescent girls
experienced the highest levels of interpersonal stress, especially stress
and conflict that they generated with parent-child and peer relationships
while pre-adolescent girls experienced the highest levels of independent
stress and conflict in the family context. Adolescent boys experienced
highest levels of non-interpersonal stress associated with self-generated events.

Another study conducted by Kim et al. (2003) suggested that negative life events experienced during early adolescence intensify the symptoms of sadness, fear and antisocial conduct which are domains for maladjustment in turn, increase risk for future adversities and life crises. The reciprocal process between negative life events and maladjustment has a developmental dynamic that unfolds in a more clear fashion across the years of adolescence.

Smoking in adolescence is a great health concern as it is related to many chronic diseases and mortality in later life. It is also associated with high-risk behaviours among adolescents. School work is reported to be the most important factor which contributed to the stress among adolescents. Other common reasons reported for initiating smoking were curiosity, peer pressure, stress and addition (Omar et al., 2007).

Rozi et al. (2005) revealed another factor associated with smoking that an increase in the initiation of smoking among adolescents is significantly associated with the smoking habits of family members and peers.

Media has a lot of influence on adolescents behaviours, violent media can effect on arousal, thoughts and emotions increasing the likelihood of aggressive or fearful behaviour especially more in boys (Browne and Giachritsis, 2005). Mass media is one medium through which adolescents see their body and image of body in media and try to image their bodies like the images in media (TV) forgetting the harms to their body curriculum through dieting, slimming pills, excessive exercise and eating disorders (Achtenberg, 2006).
Because adolescents use the internet for the purpose of connecting with others at higher rates than any other group, Whitlock et al. (2006) found that online interactions clearly provide essential social support for otherwise isolated adolescents, but they may also normalize and encourage self-injurious behaviour and add potentially lethal behaviours to repertoire of established adolescent self-injurers and those exploring identity options.

2.2 FAMILY CLIMATE AND ADOLESCENCE

Family provides most of the early environmental influence upon the personality which remains throughout the life. It is the greatest socializing agency in all contemporary cultures (Gaur and Gupta, 2004). In the family it is the parents who play a major role in the overall development of the child by using different parenting styles. These parenting styles determine the personality development of the children. Thus, family has been the dominating institution both in the life of the individual and in the life of the community (Juyal and Gaur, 2007). In spite of the rapid changes within the modern family the home is still the most potent factors in regulating the behaviour of young people (Chand, 2007).

Another study which focused on the impact of perception of punishment and nurturance which is same for the emotional maturity of the adolescents of joint and nuclear family structures. Besides this, protectiveness and permissiveness for the joint family and social isolation and reward for the nuclear family structure were found to contribute significantly to emotional maturity of female adolescents (Gupta et al., 2008).
Family, school and neighbourhood violence exposure do not exert a significant main effect upon parent rated adaptive skills, consisting of social skills and leadership behaviours or adolescent rated personal adjustment, involving self-esteem, self-reliance, and interpersonal relationships. A main effect of family violence exposure was depression, anxiety and social stress (LeBlanc, 2002).

Boys have poor emotional adjustment than girls. Girls have less sensitization tendency than boys which might be due to the difference in parental treatment of boys and girls. Girls are expected more to have control on their feelings and are not expected to express their frustration and anger. It is not the sex of the sibling but the mere presence of sibling affects the adjustment of adolescents (Mehta et al., 2005).

A significant difference in value orientation of adolescence living in urban, rural and tribal areas exists. Our Indian society where variability of socialization practices due to a number of demographic factors which are socioeconomic class, religion and residential background (e.g., urban-rural differences) Indian society socialization practices for male and female children are different in the urban, rural and tribal areas (Bhadoria and Singh, 2005).

As far as parental supervision is concerned studies suggest that parent supervision have a positive impact on determining the rates of adolescent problem behaviour. Supervision must be considered a potentially beneficial protective factor in single father homes, as highest rates of problem behaviour and lowest level of parental supervision is observed in single father homes (Cookston, 1999).

Life prospects may be better for adolescents of home owners. There seems to be reliable associations between home ownership and
positive school outcomes among 17 years olds. Projects aimed at supporting home ownership among low-income families may provide a means for improving the emotional and behavioural functioning of disadvantages children (Boyle, 2002).

Mother’s education and family’s financial resources are linked over time to children’s academic competence, social competence, and psychological adjustment (Brody et al., 2002).

Families who create and participate in more socially organized systems within the larger neighbourhood, and who involve their children in these groups can reduce the occurrence of early adolescent sexual activity (Moore, 2003).

In an Australian longitudinal study, it was found that there exists moderately strong correlation between older and younger sibling’s involvement in delinquency, yet there was some variation according to the sex composition of sibling pair, and stronger sibling effects were found for males and those whose parents had been arrested. Also delinquency remained significant due to shared family characteristics, as well as early childhood aggression (Fagan and Najman, 2003).

Similar study by 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. Greater caretaking and warmth were found with parents for their biologically related children then with step children. Biologically related siblings showed both more positivity and negativity in relationships. Complex step-family was associated with more problems in family relationships such as parent-child conflict, and in adolescent adjustment
such as lower social responsibility and cognitive agency and higher externalizing in adolescents.

Experiencing violent victimization during adolescence is also likely to entail harmful long-term consequences for psychological well being and socioeconomic attainment (King et al., 2004; Macmillan 2000; Hagan & Foster 2001). Lauritsen (2003) found a strong relationship between family structure and risk of violent victimization: the rate of non-lethal victimization was about 50 percent higher among youth living in single-parent families than those living with two parents. Crouter et al. (2004) found that families who share more quality time together have much warmer family relationship resulting in better psychological adjustments.

Family serves as an enriching ground for early socialization and personality development, the healthy outcomes of which are the provision of unconditional love and acceptance, understanding, behavioural management and guidance, academic encouragement and assistance (Dasgupta and Sanyal, 2008).

Children of alcoholic parents have more behavioural and emotional problems as compared to non-alcoholic parents (Kumar et al., 2008) while Choudhary and Kang (2008) stated that there exists no significant gender differences in all the dimensions of family environment.

2.3 PARENTAL ENCOURAGEMENT AND ADOLESCENCE

Good parent child relationship brings a belief of security in children and adolescents. They can count on their parents to help them out, if they have some problem. Such feeling bring positive attitude towards life and surroundings. Children who have such relations with
parents have less risk of internalized problems such as feelings of confusion, depression and loneliness (Singh and Singh, 2008).

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. Although parental behavioural control was negatively related to adolescent hopelessness, parental psychological control was positively associated with adolescent hopelessness. Better parent child relational qualities showed lower levels of hopelessness (Shek and Lee, 2005).

Another study of Rawalpindi (Pakistan) revealed that children perceive their fathers to be significantly more neglecting whereas, mother’s are perceived as more accepting than fathers. Parents appear to be moderate in controlling children’s behaviour, which adds to their perception of parental warmth and acceptance (Riaz, 2003).

Securely attached adolescents had higher scores on total emotional intelligence as well as the 5 skills like intrapersonal, interpersonal, adaptability, stress management, general mood of emotional intelligence than that of anxious – ambivalently and avoidantly attached adolescents (L. Devil and Mohanty, 2007).

Another study conducted by Devi and Madhuri (2008) reported that there is no significant difference in social maturity of adolescents by parental employment but significant differences were found in the dimensions such as interpersonal adequacy and social adequacy also no significant grade and gender differences were observed.

Teenage daughters of working mothers in comparison to the non-working mothers have positive and healthy interaction with their mothers in all aspects. It can be said that the teenagers do not want more
interference of the parents. They only want to spend quality hours with their mothers and they feel proud on their mother’s employment (Garg and Chandra, 2007).

In a similar study by Srivastava (2007), it was found that daughters of teachers were found highly career oriented then the business class and fourth class employee father.

Yet in another study Bhati (2008) indicated that parents have significantly low aspiration, lesser need for achievement and lesser expectation in education for girl’s education than boys. A study on the issues of negligence vs indulgence and utopian expectation vs. realism in children of single parents indicated that the parents where both are surviving inculcate indulgence experience more in their wards than single parent, also, it is depicted that experience of indulgence in the children is associated with low economic status families where as neglect experience is associated with high economic status families. However, over indulgence can develop inconsistence in adjustment in the social environment. Results also indicated that parents where both are surviving inculcate realism experience more in their wards than single parents and also realism experience in the children in associated with low economic status families where as utopian expectation experience is associated with high economic status families (Singh and Khokhar, 2006).

Parents help, support, guidance are such factors which help in achieving adolescents their goals with similar view Madnawat et al. (2006-2007) revealed in his study that parental support and dominance have affected the vocational maturity of adolescents separately as well as jointly.
Another study revealed encouraging results because the parenting construct consists of things that most parents can do—provide warmth and support, monitor their children’s behavior, and communicate with their children about substances such as alcohol, tobacco and marijuana use. These everyday interactions were shown to be associated with African American adolescents’ cognitions about substance use and actual substance use, both concurrently and several years in the future. These parental behaviors were effective even in the presence of several well-documented risk factors, especially when risk opportunities were relatively common (Cleveland et al. & Brody, 2005).

A group of researchers Eisenberg et al. (2005) summarized that effortful regulatory processes may mediate the relation between warm, positive parenting and children’s externalizing problems. These findings are important for prevention research because they suggest the possibility to foster children’s regulation and decrease externalizing or antisocial behaviors by promoting parental warmth and positive expressivity.

A substantial body of research suggests that youth in single-mother homes engage in higher levels of delinquency, such as drug and alcohol use, violence, illegal activities, and school truancy and problem behaviors, than their counterparts in married families (Demuth and Brown, 2004). Numerous studies have shown a link between non-resident fathers’ involvement and lower levels of adolescent problem behaviors (e.g., Carlson, 2005; Demuth and Brown, 2004; Furstenberg and Harris, 1993).

Also referred to as an abdicating model of parenting (Patterson et al., 1992), parental disengagement in the face of adolescent problems allows adolescents the opportunity to engage in more delinquent
behaviours, which in turn may further erode effective parenting (see also Laird et al. and Dodge, 2003; Reuter and Conger, 1998).

2.4 ACADEMIC ACHIEVEMENT AND ADOLESCENCE

The desire for high level for academic achievement puts a lot of pressure on teachers and schools, including the educational system in general and on students in particular. The whole system of education revolves around the academic achievement of the students.

Bajwa and Virk (2006) concluded that academic achievement is influenced by personality, stress and wellbeing.

In another study by Denson (2002) found that seven percent of reading achievement was predicted by academic confidence coping resource and 32 percent of math achievement was predicted by academic confidence coping resource scale and development stage.

Repetto et al. (2003) reported that adolescents who presented consistently high levels of depressive symptoms, lower self esteem, higher stress and lower grade point average (GPA). Also Kiran and Bhanot (2009), reported a significant effect of anxiety on the academic performance of adolescent girls.

Striving to excel is a goal commonly shared by undergraduate students, graduate students and faculty members in academic achievement settings. Periodically however, this sense of personal control and mastery is under-mined by low-control experiences arising from a greater emphasis on success and failure, heightened academic competition, increased pressure to excel, more frequent academic failures, unfamiliar academic tasks, new social works, and critical career
choices. In these situations, achievement striving can lead to a paradox of failure in which seemingly bright, enthusiastic individuals fail in their quest, unable to fulfill the demand to augment self-initiative and independence. Many otherwise capable individuals quit during the transition from high school to college, college to graduate school, or graduate school to academic jobs. The present article focused on perceived personal control as an academic marker and on its use as a control enhancing intervention for redressing failure, based on laboratory and longitudinal field studies conducted at the university of Manitoba (Perry, 2003).

A comparative study conducted by Murthy and Kulshreshtha (1999) found that academic anxiety and academic achievement were inversely and significantly related. The comparison of two management schools revealed that, boys and girls, irrespective of their management schools, did not differ, while the government and private school students, irrespective of sex did differ significantly in favour of the private school students.

Emotions are the main force which enables an organism to cope with circumstances and add colour and spice to our living. In a study by Manhas and Gakhar (2006) the results revealed a positive and significant relationship of emotional intelligence with intelligence, creativity and academic achievement. Aggression has a long history in academic research as both a criterion and a predictor variable and it is well documented that aggression is related to a variety of poor academic outcomes such as lowered academic performance, absenteeism and lower graduation in grades. However, recent research has implicated physical aggression as
being predictive of lower academic performance. Loveland et al. (2007) concluded the strength of the negative association, they found between aggression and academic performance, means aggression accounts for significantly more variance in the grade point average (GPA) of females than for males even when controlling other personality factors of agreeableness, openness to experience, conscientiousness, neuroticism and extraversion and physical aggression.

Another study by Chaudhary (2008) aimed to study the correlation between academic achievement and creativity of the creative and non-creative students and concluded that the relationship between creativity and academic achievement is positive and significant in case of higher achievers or creative students but negligible in case of non-creative. Hence, it was found that high achievement accomplishes as an index of creativity and the examination marks are the reliable criterion of academic achievement. In a comparative study on adolescents girls by Kaur and Mehta (2007) it was found that in comparison to rural girls, the urban girls showed greater achievement motivation and assertiveness related responses whereas the rural girls showed greater self confidence related responses than the urban ones. The reasons you give for your’s or other’s behaviors are called your attributions. Much motivational research has examined the role of attributions, or perceived causes of outcomes (Pintrich and Schunk, 2002). Stiggins (2001) explains, “we cannot separate affect and achievement from one another in the classroom. Segers et al. (2003) have also been developing new modes of assessment that take into consideration the relationship between student’s motivational beliefs and academic achievement. Adolescent years are filled with many changes, making it a psychologically intriguing stage of development. They experience rapid maturational changes, shifting
societal demands, conflicting role demands, increasingly complex social relations and new educational expectations (Montemayor et al., 1990, Wigfield et al., 2006).

How students negotiate these changes has major implications for their academic futures. Sadly, in the face of these challenges, many students (including many able students) suffer declining grades, and some never recover from such setbacks (Eccles, et al., 1991; Gutman and Midgley, 2000; Midglay et al., 1989; Wigfield et al., 1996).

2.5 FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT

Family is the socio-biological unit that exerts the greatest influence on the development perpetuation of the individual’s behaviour. Various researchers have identified the different characteristics of family climate (home environment or parental child rearing practices). Intelligence is a global capacity of an individual which is totally nature issue whereas achievement or aspiration is a specific action only leads to success or failure. Thakur (2001) revealed that variables such as home environment with father’s and mother’s education, income and per capita income have effects on the intelligence and educational aspiration. Children who have good home environment probably possess a likelihood of securing better scores on intelligence and educational aspirations. Protectiveness and social isolation have adverse effect on academic aspiration of children. Deprivation of privileges have adverse effect on the educational aspirations of girls which indicates that economy itself plays a crucial role in the academic development of a child. It was also revealed that as the income, intelligence and education increases the educational aspiration of child also increases. But one important fact was also
revealed that after certain limits money is playing negative role because more money provide extravagancy which may deviate the attention in children.

Achievement motivation is the desire or tendency to do things as rapidly or as independently as possible, to accomplish something difficult (Murray 1938). Many researchers have revealed significantly relationship between home deprivation and achievement motivation. Tikoo (2008) revealed that as the home and school deprivation increases, achievement motivation deteriorates which means that deprivation regarding food, medicine, clothing facilities, parental love, affection and encouragement develops emotional instability, psychic imbalances among children and they experience anxiety, irritation, doubt, conflicts which ultimately lead to low achievement motivation. Similarly unexpected, unfavourable and undesirable behaviour of the teachers develops the feeling of deprivation among students result in feeling of insecurity, futility and inferiority finally resulting in low achievement.

In a similar study of family and school factors that affect the academic achievement of residential school children of IX and X classes by Mayuri and Devi (2003) it was found that family factors like parental aspirations and socioeconomic status significantly contributed to academic achievement. Again among school factors teachers qualification, physical setup, curriculum and subject matter, classroom organization, methods of teaching, teacher student interaction were found to be having effect in the academic achievement of the school children.

An empirical study conducted by Hoovinbhavi and Reddy (2008) concluded that good study habit in proper environment plays a very important role in shaping the lifestyle of the students thus developing
personality which have great impact on an individual life i.e. from birth to death.

Cognitive style, interest and favourable social situation are integral part of development process in any education system and scholastic achievement of each student. In this regard Bagchi (2004) concluded that cognitive style, social disadvantages, different measures of interest are influential predictor variables towards development of scholastic achievement of life science. This was supported by another study suggesting as a sense of family obligation to support assist and respect was generally associated with more positive family relationships and a higher level of academic motivation among Chinese adolescents (Zhang and Fuligni 2004).

Adolescence academic performance is closely related to their emotional well being and general psychological adjustments. The family environment factors when combined together play a significant role in social, emotional and educational adjustment of the adolescent girls in rural areas (Deepshikha 2009).

In a longitudinal study by Lan(2005) conducted with a purpose to examine the threefold issues reported that socioeconomic status has a significant and positive effect on nurturant parenting and on adolescents’ academic achievement, which in turn affect adolescent self esteem. Also results showed a gender effect for academic achievement and a grade effect for parenting. Multiple regression results found a significant effect of parental education on adolescents academic achievement.

Chen et al. (2002) examined contributions of sociable and pro-social dimensions of social competence in childhood to the prediction of educational attainment and socio-emotional adjustment in early adulthood.
in urban china. He revealed that sociability and provincial orientation has differential significance for later adjustment in different areas, whereas pro-social orientation made unique contributions to the prediction of educational achievements. Sociability in the early years was a significant and reliable predictor of later socio-emotional adjustment. A study indicated that Asian American students were more likely to live in an intact two parent family, to spend more time doing home work and attend more lessons outside school. Major findings drawn from study revealed that home environments and educational activities are important factors of student academic achievement, students from families supportive of learning are likely to have higher achievement scores and home environments and educational activities account for a large part of the difference in student achievement between Asian American and other minority students (Peng and Wright, 1994).

Another study conducted on Wards of Defence Personnel: Sample was collected among officers’ wards and other ranks’ wards. Results revealed that there is lack of parental acceptance in ORW (Other Ranks’ Wards) families. Socio-economic condition may be a guiding factor in this regard. But variation was seen in case of parental concentration. More parental concentration on girls seems to be major factor in obtaining such result. It is quite clear that ORW are neglected by their parents. Socioeconomic factors and nature of job of guardians may be responsible for parental avoidance in their case. On academic success the OW (officers’ wards) were superior. This result may be due to better socio-economic conditions; better facilities and orientation; higher level of aspiration and congenial and encouraging home environments (Jha and Gupta, 1995).
Another study by Schoon et al. (2002) investigated the long term effects of social disadvantages on academic achievement and on subsequent attainments in adulthood. Results showed that the influence of risk factors associated with socioeconomic disadvantage depended on the developmental stage of the individual. Greater academic risk was associated with continuous experiences of socioeconomic disadvantage throughout childhood and adolescence.

Earlier research shows that peer rejected children are at risk of a wide range of subsequent difficulties in different social contexts as for example in school. Zettergren (2003) observed that the rejected children are a risk group for school problems also over a long period of time. Adolescence and important developmental years it encompasses give good reasons to worry about future adulthood adjustment of peer-rejected children.

In a national longitudinal survey of youth, it was found that adolescents whose mothers lose a job without regaining employment show declines in mastery and self-esteem, those whose mothers are continuously employed in a bad job show an increased likelihood of grade repetition, and those whose mothers are either persistently unemployed or loose more than one job show an increased likelihood of school dropout, which were not explained by concomitant changes in family income (Kalil and Ziot-Guest, 2005).

Another study by Emery (1999) found that exposure to frequent and intense interpersonal conflict contributes to increase internalizing and externalizing problems such as the link between inter-parental conflict with poor academic performance and various conduct related difficulties, whether living with married or divorced parents.
Hofferth and Sandberg (2001) discussed factors in home environment that provide children with educational tools needed to achieve academic success.

Personal, family and academic factors affect low achievement in secondary school. Family’s background the most important and the weightiest factor in determining the academic performance attained by the student (Diaz, 2003).

The findings of another study revealed that the tribal students had more problems with regard to their parents and family followed by personal, infrastructural and facilities, academic and teachers related. The individual problems students faced were low social status of the parent, lack of education of parents, cultural backwardness of the family and low educational levels of the siblings and nomadic life of parents. The last 5 affecting problems in order, which the students faced, were lack of academic help from the teachers, non-availability of teachers, insect bites in the school premises, inconvenient school timings and absence of teachers in the school. The study also revealed that the boys had more problems as compared to girls. The sex of the students and management of the school had significant influence on the problems of the high school students (Vijayalakshmi, 2003).

Golbert (2004) described the influence of family adversity indicators on school related behavioural problems among Hawaiian and non-Hawaiian adolescents. The findings showed that family distress, conflict and environment might significantly have impacts on school performance and school related behavioural problems.

Adolescents spend a large proportion of their day in school or pursuing school related activities. While the primary purpose of school is
the academic development of students, its effects on adolescents are far broader, also encompassing their physical and mental health, safety, civic engagement, and social development. Further, its effect on all these outcomes are produced through a variety of activities including formal pedagogy, after school programs, caretaking activities (e.g., feeding, providing a safe environment) as well as the informal social environment created by students and the staff on a daily basis. While most reports focus on a particular aspect of the school environment (e.g., academics, safety, health promotion), these brief looks at school more comprehensively as an environment affecting multiple aspects of adolescent development. Research has repeatedly demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social development (Pilar and Brett, 2008). In a similar study by Zahyah (2008) focused on two aspects of family socio-economy, i.e. mother’s and father’s educational level and reading materials in the home. The findings of the study support previous studies where both parents level of education and reading material available in the home were related to children’s academic achievement.

You cannot purchase a child’s success or wish it into existence; poverty affects a child’s academic success in many ways (Wallis and Cole, 1998).

Academic achievement has been shown to influence the association between the parent-child relationship and a teenager’s involvement in a pregnancy (Scaramella et al., 1998). As compared to peers in intact families, adolescents in divorced families do not perform as well academically (Kathleen and Hilary, 2001).
In another study by Avinashilingam and Sharma (2005), proposed that classroom factors play a major role in affecting the student’s academic performance. This is followed by environmental factors and developmental factors. The students’ inner urge, the competency of teachers, no physical distraction and contacts with like-minded colleagues make a student more competent to succeed in life.

Padma (2004) investigated the study that used as sample an equal number of scheduled caste, scheduled tribe and advantaged students, found that the three groups differed significantly in their academic achievement.

In a study aimed to investigate the relationship between family environment, the home adjustment and academic achievement in adolescents, it was found that academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment (Mohanraj and Latha, 2005). Meena (2008) found that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls, also, the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys.

2.6 PARENTAL ENCOURAGEMENT AND ACADEMIC ACHIEVEMENT

The child rearing attitudes or parental behaviour may be discussed in terms of many different dimensions such as – acceptance, affection, control, warmth, permissiveness, restrictiveness and demandingness. Lakshmi and Arora (2006) observed that parental acceptance and
encouragement were positively related with academic school success and
academic competence. However, parental control whether psychological
or behavioral showed negative relationship with academic success and
competence which proved the fact that parents who were perceived as
being more acceptant and using less restrictive and hostile psychological
control tended to have adolescents with higher academic success and
competence.

Another study focused on the facts that except autocratic and
rejecting, all variables of parenting styles i.e. democratic, accepting,
overprotecting and over demanding have a negative impact on children’s
perception with respect to the education and income of parents (Malhotra
and Devika, 2008). Proper motivation helps in making strong the desire
for educational learning which assist in achieving educational goals.
Successful motivation depends on the successful use of these natural
powers and tendencies to action. Tripathi (2004) arrived at the conclusion
that achievement motivation is positively associated with scholastic
achievement. This was also supported by Nigam and Ahmed (2008) that
motivation affects academic achievement of aided and private higher
secondary students. In a study by Jha (2003) it was revealed that parents
attachment to their young children will determine the level of
interpersonal relationship when they become adolescents in the later life
with respect to cultural and religious levels. Research done in the United
States shows that parental involvement in children’s education positively
effects 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). Of course, parental involvement is
multidimensional and comprises such home-based activities as parent-
child discussions of school, parenting style and monitoring children’s behaviors. It would also include school-based involvement such as attending parent-teacher meetings or school events, and parent teacher interactions (Muller and Kerbow 1993; Ho Sui-Chu and Willms 1996; Downey 2002).

In a cross national study conducted by Park (2008) comprising of fourteen (14) countries it was found that there exists no strong evidence of differential effects by SES in most non-standardized countries. However, the findings does not counter the argument that the beneficial effects of parent-child communication for lower SES students are hard to achieve in non-standardized systems because of low SES parents lack of resources and skills. Another study focused on the effect of parental encouragement which was most significant on the elevation of class room morale with effect on locus of control and creativity (Joshi 2001).

In another study parental adolescent interactions and its effect on academic achievement perspective was examined and results indicate that a substantial proportion of adolescent males who perceived parent-adolescent interactions as a positive effect and were identified as having a stable psychological well being, were more likely to have average to above-average grade and high achievement than those who did not perceive parent-adolescent interaction as positive (Shearin 2002).

Previous researches have shown family conflict to have a detrimental effect on the academic functioning of children and adolescents. In this backdrop Schwalm (2006) reported that adolescents with neither high levels of homework problems nor high levels of parent-adolescent conflict performed the best. However, adolescents with high levels of reported homework problems and high levels of parent-
adolescent conflict performed better on a measure of academic achievement than adolescents who only had one such difficulty. To sum up, children with low levels of homework problems but high levels of conflict perform more poorly on an academic achievement test than children with high levels of homework problems and high levels of conflict. It is possible that the nature of conflict varies significantly in these two situations. According to Pittman and Lansdale (2001), parenting style was found to be significantly related to adolescent outcome in multiple domains including externalizing and internalizing behaviours, academic achievement, work orientation, sexual experience and pregnancy history. Specifically, teens whose mothers were disengaged (low on both parental warmth and supervision/monitoring) were found to have the most negative outcomes. Parental support facilities, adolescent’s feeling of psychological well being had given them confidence and leads generally to social and academic competence (Thomas, 2002).

Children whose parents: are economically resourceful tend to associate educational materials with academic achievement. Parents see these materials as agents for promoting their teenage boy’s interest in learning. In recent years, researches have found that the existence of computers in homes had enabled the parents to be more committed in their adolescent’s education and this reflects a positive parental attitude for knowledge and learning.

Watkins (1997) theorized that parents’ involvement has made an impact on a child’s learning and motivation. The study looked at various types of involvement including home instruction, volunteering in the classroom and participation in school governance.
Wallis and Cole (1998) wrote a parent's guide on the importance of encouraging, praising and involvement. Similar study by Baharudin and Luster (1998) showed the role of the family and the specific interactions between a child and parent have been determined to be powerful indicators of development. Some specific interactions include regular family discussions, encouragement, limit setting, warmth, daily routine, praise, and intellectual stimulation. These studies have shown all of these connections to produce an impact on academic achievement.

Wang and Wildman (1995) found in addition to the importance of parents’ behaviour and attitudes, children’s perceptions of their parents’ support are important. Children’s perceptions that their parents are involved and interested in school, and encourage them to do well are positively related to academic achievement. Similarly, Wang et al. (1996) found that the parental influence has been identified as an important factor effecting student achievement. Results indicate that parent education and encouragement are strongly related to improved student achievement.

Xitao and Michael (2001) studied that the idea that parental involvement has positive influence on students’ academic achievement is so intuitively appealing that society in general and educators in particular, have considered parental involvement an important ingredient for the remedy for many problems in education. Meta-analysis finding revealed a small to moderate, and practically meaningful, relationship between parental involvement and academic achievement while, the moderate analysis revealed that parental aspiration / expectation for children’s education achievement has the strongest relationship, whereas parental home supervision has the weakest relationship, with students academic achievement . In addition, the relationship is stronger when academic
achievement is represented by a global indicator (e.g. GPA) than by a subject-specific indicator (e.g.: math grade).

Home environment is as important as what goes on in the school. Important factors include parental involvement in their children’s education, how much parents read to young children, how much TV children are allowed to watch and how often students change schools. Achievement gap is not only about what goes on once students get into the classroom. It’s all about what happens to them before and after school. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student achievement (Hammer, 2003).

Vamadevappa (2005) found that there is a positive and significant relationship between parental involvement and academic achievement. There was a significant difference in the achievement scores of boys and girls of high parental involvement group. There was no significant difference in the achievement scores of boys and girls of low parental involvement group. There was significant difference between high achievers and low achievers with respect to parental involvement. There was significant difference between boys and girls in their academic achievement. In a recent study by Sravanthi and Kumari (2007), the results showed that majority of the parents followed authoritarian parenting style for both girls and boys in academic area in order to make children score better in their studies. There is a significant different between the perceptions of adolescents and the parenting styles adopted by parents in authoritative and permissive parenting style.
Adolescents of working mothers are more adaptable, more bold and more competitive whereas adolescents of non-working mothers score higher in academic achievement and creativity (Bala and Nanda, 2007).

Hill et al. (2004) in a longitudinal model proposed that among the higher parental education group, parent academic involvement was related to fewer behavioural problems, which were related to achievement and then aspirations. For the lower parental educations group, parent academic involvement was related to aspirations but not to behaviour or achievement. Parent academic involvement was positively related to achievement for African Americans but not for European Americans. Parent academic involvement may be interpreted differently and serve different purpose across socio-demographic backgrounds.

Influence of parenting styles on attributional processes may be greater during early stages of child development (Glasgow et al., 1997).

Flouri (2006) concluded that although mother’s and father’s interest in their children’s education were not linked to educational attainment via their impact on children’s self-esteem or locus of control, they were significant predictors of educational attainment especially in daughters. In a study on whether parent child relations would influence low achiever’s liking for school by Hon and Yeung (2005), the results supported the positive influence of parent-child relations on children’s liking of school.

Rhodes et al. (2000) highlighted the benefits of mentoring interventions and validate the hypothesis that improved perceptions of parental relationships, although not the sole determinant, are important mediators of change in adolescents’ academic outcomes and behaviours.