Chapter-II

Review of Literature
CHAPTER II
REVIEW OF LITERATURE

INTRODUCTION

Study of related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and the opinions that are related to the individual’s planned research project. A careful review of the research done in the past on the problem to be investigated is one of the important steps in the planning of any research. Review of related literature helps the researcher to acquaint himself/herself with the current knowledge in the field or area in which he/she is going to conduct his/her research.

In the present chapter, an attempt has been made to review all such studies which provide a backdrop for understanding the present status of research pertaining to different variables included in the study formulation of hypotheses. The passing through the previous studies, literature, discussions and experience related to the problem under investigation enables the researcher to know the means of getting to the point in the field of research. Unless he/she has learnt what others have done and what still remains to be done, he/she cannot develop a research. Project will contribute something to the knowledge existing in his/her field. It also leads to significant improvement of research design.

A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important step in the planning of any research study. The researcher can avoid unfruitful and useless problem areas. He/she can select those areas in which positive findings are very likely to affect the results and this endeavour would be likely to add the knowledge in a meaningful way.

Carter V. Good thinks, “the key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory
hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results." In order to be truly creative and original one must read extensively and critically as stimulus to thinking. In the words of Walter R. Borg, "The literature in any field forms the foundation upon which all future work will be built." If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and will often duplicate the work that has already been done better by someone else.

Lastly, review of related literature is an integral part of the research – helping the researcher in classification of the problem and avoid duplication. It helps in defining and delimiting the problem. There exists a continuum between the old theories and the new ones. Knowledge is dynamic and it always grows along this continuum. The past is to be discussed to view a problem in a proper perspective so that a researcher may streamline his/her efforts to solve the problem.

This chapter is devoted to survey of related studies conducted in India and abroad. Studies have been critically reviewed by the investigator, arranged systematically and chronologically as far as possible and presented under the title. In order to have a clear picture of the present state of research which can provide an insight as well as score, the researches in the concerned field were reviewed by the investigator for the sake of clarity and convenience.

2.1 STUDIES RELATED TO PARENTING TECHNIQUES

Bhadramani, G. and Venkatachalam, J. (1993) studied family preferences of children. The investigation was designed to assess the preference of children of their family members. Kinetic family drawing test was employed to assess their preferences. Boys and girls from rural and urban city localities between 6-14 years of age constituted the sample. In the free
style of drawing of their family members there is a consistent pattern of preference among the localities. Other implications and relevance of the study was discussed.

Agarwal, Kussum (1997) attempted to compare the difference in parental encouragement among various educational groups of urban and rural adolescents. Sample comprised of 500 boys of higher secondary schools of Garhwal region. It was concluded that parental encouragement and educational development were found positively related with each other. The higher development group of Garhwal region got more amount of parental encouragement than rural boys of same category. The lower development group of urban boys also received greater parental encouragement than their rural counterparts.

Sinha, B.P. and Singh, A.K. (1998) studied the effect of parents affection and competence on the home adjustment of school students. The study aimed at examining the effect of parents affection and competence on the adjustment of school students. For this purpose out of 24 students 8 were randomly selected and divided into four groups. Results revealed that the main effect of parents affection was significant on respondents home adjustment. The combined effects of two or more variables were significant. This showed interactive effect of variables studied.

Sinha, B.P. and Singh, A.K. (1998) studied the effect of Parents affection and competence on the Home Adjustment of School Students. The study aimed at examining the effect of parents affection and competence on the adjustment of school students. For this purpose 240 students were randomly selected and were studied. Adjustment was analysed into $2\times2\times2$ factorial design. Results revealed that the main effect of parental affection was significant on respondents home adjustment. The combined effects of two or more variables were significant. This showed interactive effect of variables studied.
Roy Chaudhary, Promila and Basu, J. (1998) made an attempt to study the impact of parent-child relationship on the school achievement and adjustment of adolescent boys. The sample consisted of 105 boys studying in class VIII of Govt. Schools of Calcutta. It was concluded that Intelligence scores were highly related to achievement and moderately to emotional and social adjustment in school but unrelated to parenting dimensions. Parenting effect of the intelligence did not alter much the nature of the relationship between parenting and adjustment in school.

Agarwal, Rekha and Kapoor, M. (1998) attempted a study to reveal parents participation in children’s academic activities. A sample of parents of 470 children studying in primary school of Ghaziabad city was taken for the study. It was found that parents giving direction and guidance at appropriate time contributes towards the better performance of their children in school. Intrusiveness in parents participation in their academic activities did not significantly influence children’s academic achievement.

Begum, T.S. and Phikon, M. (2001) analysed the relation between academic achievement and intelligence in both boys and girls separately, studying in English Medium schools at Jorhat District, Assam. The sample consisted of 180 students of Class IX out of which 118 were male and 62 were female. Group test of intelligence developed by Ahuja (1976) was administered to obtain their intelligence scores. Differences in correlations between academic achievement and intelligence with respect to boys and girls were observed separately. Results revealed that the correlation was greater in case of girls that of boys.

Poonam and S. Balda (2001) studied the effect of familial factors on children’s Intelligence. Effect of family size, family income and family education status on children’s intelligence was examined. Sixty children of age 8-years from Hisar city were the elements of the sample. Results showed that family size was negatively correlated with IQ of children while family
income and family education status had positive correlation with the intelligence of children.

Ambika, T. and Khadi, P.B. (2003) studied the comparison of parenting styles between accepted and rejected pre-school children of rural and urban areas. The study was carried out to compare the parenting styles between accepted and rejected pre-school children of rural and urban areas of Dharward Taluka. The sample size comprised of 128 pre-school children and their parents. The children were drawn equally by gender and peer status, parenting style rating scale developed by Robinson et al. (1995) was administered to the parents to obtain information regarding parenting styles adopted by them. Results revealed that parents of accepted children were more authoritative and permissive than parents of rejected children. Parenting styles of mother and father differed significantly in few dimensions. Urban parents were better in their parenting styles than rural parents.

Joshi, Vibha and Bose, Sutapa (2004) studied the effect of involvement of parents in the education of children. The objective was to determine the effects of home environment or to be more specific to see the effect of parental involvement in the education of the children on their academic achievement. The sample was selected from the grade III of a primary school run by the MCD. It was concluded from the collected data that certain factors led to academic achievement while absence of these factors led to unsatisfactory performance at school. These factors are related to the care of child received at home. It has been observed that the children whose parents were involved in education led a disciplined life at home and had better achievement at school.

Poonam, Ravi and Rayalu, T.R. (2007) studied parenting styles as perceived by parents and adolescents. Parents influence their children in every aspect of their lives particularly in adolescence period, in the type of parenting approach they adopt to rear their child. It has been generally
observed that genetic factors, parenting styles adopted by parents play a vital role in the development of the adolescent. The objective of the study was to study the differences in perception of parents and adolescents regarding parenting styles and to find out the relationship between selected variables and perception of parents and adolescents on parenting styles. It was concluded that parents are generally authoritarian in their approach to adolescents who adopt strict and harsh control over their adolescents. Instead, the findings reveal that both parents and adolescents perceive authoritative style of parenting to be the most adopted approach by parents in dealing with adolescents in their daily life activities.

ABROAD STUDIES

Mueller (1948) investigated the influence of parental domination on children's behaviour. Out of 26 children who had dominating parents, fifteen of the children were passive, submissive and dependent, six were rebellious and resentful and five were passively resistant.

Ausubel (1958) investigated a study of child rearing attitudes. Most of the studies have employed children's retrospective report of their parents behaviour rather than parents report of their own behaviour or observer's report of parental behaviour. Personality development is influenced more by the attitudes and behaviour of the parents which the child perceives rather than those reported by parents themselves or by observers.

Radke (1964) studied the effect of different methods of parental discipline on children's preschool behaviour. He found that children from homes where autocratic discipline prevailed were rated by their teachers as more unpopular with associates, more quarrelsome, more unstable emotionally, more daring and uninhibited, more sensitive to praise and blame and less considerate of others than children from democratic homes.
Bradley and Cladwell (1969) conducted a study in which data from Longitudinal observation and Intervention study were used to examine the relationship between early home scores (which measure parental responsibility, acceptance, affection, warmth, physical punishment, variety of stimulation and organization). A total of 174 children from both middle class and lower class backgrounds were drawn as sample. It was concluded that there was substantial relationship between home measures in first year in life and children’s IQ scores. School performance at age 11 was linked to contemporaneous home scores and thus to children’s accumulating experiences.

Silverberg (1970) designed a study to investigate relationship between children’s perception of certain basic parental child-rearing behaviour or attitudes namely acceptance and permissiveness of children. The subjects of the study were 205 middle class IV grade boys and girls selected from 6 public elementary schools in New York city. Analysis of data revealed a significant relationship between father acceptance and fluency for boys. Girls perception of their mothers are more accepting than boys. Rejection of hypothesis predicting positive relationship between the extent to which children perceived their mothers and fathers as accepting and permissive of children.

Jogawar (1975) found that with high democratic attitude of parents, adolescents show less discrepancy in between perceived self and social self indicating better adjustment in life.

Baumrind (1975) identified patterns of parenting styles and their relationship with children’s social behaviour. She found that parents approach to child rearing have important implications in terms of the degree of autonomy and responsible social behaviour exhibited by their children. It was concluded that children of authoritative parents, in comparison with other peers were found to be more self-reliant, self controlled, friendly curious and
co-operative. In contrast authoritarian parenting was associated with children who were unhappy, socially withdrawn, distrustful and moody. They tend to lack spontaneity and be poorly dependent on adults for decision making. Parents who rely on permissive style of child rearing tend to have children, who were immature, lacking in impulse control, more dependent and aggressive. Higher levels of competence were observed in children coming from authoritative households.

Main et al. (1979), Parker and Lipscombe (1981) and Siddiqui (1980) reported that parental acceptance contributes positively to security. It was found that high socio-economic status was strongly associated with democratic parental attitude.

Miriam E. David, Ross Fergusson and Roland Meighan (1985) studied parental influence at School. It addresses some of the most fundamental issues in educational policy at present time namely role and responsibilities of parents in the education system and machinery of government to make these parental rights effective. In the review the assumptions under the proposals of their efficiency within the current machinery of government, their likely impact and the social and educational implications of such a specification of parental rights as well as responsibilities had been discussed. On the whole, the trust of the Green paper was to improve individual children's educational setting, as a precursor to individual achievement.

Steinberg et al. (1989) found relationship between three aspects of authoritative parenting-acceptance, psychological autonomy, behaviour control and school achievement. 120 adolescents including both boys and girls of 10 to 16 years were included in the sample. It was concluded that authoritative parenting facilitates adolescents academic success. Each component of authoritativeness makes an independent contribution to achievement. Positive impact of authoritative parenting on achievement was
mediated at least in part through the effect of authoritativeness on the development of healthy sense of autonomy and more specifically, a healthy psychological orientation towards work.

Steinberg's (1990) research indicated that a majority of parents feel that the adolescent years are the most difficult ones for child rearing. Parents generally feel ambiguous about adolescent maturity and their movement away from the family. It becomes a challenging job for parents to deal with adolescents, parents need to understand adolescents during these challenging years.

Dodd, Anne Wescott (1992) investigated in his guide “a parents guide” to innovate education. Working with teachers, schools and young children for real learning sought to instruct parents on how to maximize their children’s educational opportunities at home and in school. Real learning is a discovery how to think, expressing creativity and developing skills needed for co-operation. This comprehensive guide discusses what parents can do to help their children learning from pre school or through high school.

Williams et al. (2002) surveyed parents of children aged 5-16 attending schools in England to establish their degree of involvement in their children’s education. A telephone survey was used to contact 2019 households in order to conduct interviews to establish parental levels of practical help in schools, their relationship with their child’s teacher and parents involvement with homework. 29% of parents felt very involved, the more so in primary than in secondary schools. Mothers felt more involved than fathers. 35% strongly agreed that they wanted to be more involved than fathers. 35% strongly agreed that they wanted to be more involved, whilst around three quarters of parents wanted to be at least somewhat more involved. 94% found school welcoming and 84% reported that the school was willing to involve them. Despite this level of satisfaction, 16% felt that they might be seen as trouble makes if they talked too much.
The studies of Deslands and Cloutier (2002) analyzed what children say they do (or prefer). They are not studies of actual action. They do however open a window on how the child might play a salient role between parents and schools. When question, Why do parent differ in their degree of involvement in their children schooling is raised, at least part of answers must refer to child’s role. This in turn is influenced by child’s age, gender and personal tastes.

Bartram, Brendan (2006) studied an examination of perceptions of parental influence on attitudes to language learning. The review aims to provide some indication of the similarity and importance of particular influences by identifying features that seem significant, irrespective of setting. The sample consist of 411 learners of French, German and English. The study was designed as a qualitative survey and involved three data collection instruments. A system of open coding was applied to all the data in their analysis. The findings offer some evidence for an association between parental and pupil attitudes. Parental influence appears to operate in a number of ways, ranging from the role model potential of positive and negative behaviours. The evidence suggested that the ways in which parents contribute to the construction of their children’s understanding of language utility are particularly important. This may be a key factor in more positive attitudes demonstrated by German pupils and more negative orientations among English participants rearing that enables the developing person to acquire the capacities required for dealing effectively with ecological niches that she or he will inhabit during childhood, adolescence and adulthood. Competent parenting has been found to be related to warmer, more accepting and more helpful styles of parenting (Bogenschneider et al., 1997). Authoritative parenting is competence including that it recognized the children need for control and individuality, view the rights and duties of parents and children as complementary and is characterized by sensitivity to children’s capabilities.
and the developmental tasks they face (Belsky et al., 1984).

2.2 STUDIES RELATED TO EMOTIONAL STABILITY

Ojha and Singh (1988) reported that restrictive, neglecting and rejecting child rearing attitudes of parents foster social and emotional insecurity whereas permissive child rearing attitude generates security. Permissive attitude signifies freedom from authoritarian control and therefore leads to the child’s feeling social and emotional security.

Arora (1992) found in his study an Interactional effect of Intelligence on emotional stability, personality adjustment and academic achievement that high creative/low intelligence and low creative/high of intelligence groups were at par in academic performance whereas emotional stability, personality adjustment and intelligence played an effective role in determining emotional stability and personality adjustment as compared to creativity.

Chaudhry, N. and Uppal, Akshay (1996) studied the achievement motivation in relation to emotional maturity of adolescents staying at home and orphanage. The sample comprised of 8 subjects. The students were taken from different schools and orphanages in Chandigarh and Panchkula. The age group of students was 13-16 years. The objective was to compare relationship between achievement motivation and emotional maturity. Results of present study revealed that adolescents staying at homes with parents had higher level of achievement motivation and had more emotional maturity as compared to their counterparts staying in the orphanages. A negative insignificant relationship was observed between achievement motivation and emotional maturity of adolescents staying at home and orphanages. The main objective of this study was to study relationship between achievement motivation and emotional maturity of adolescents staying at home and orphanage.

the sample. Tools used for data collection were family environment scale by Harpreeth Bhatia and Chadda (1996), an Emotional Intelligence Inventory developed by the investigator. Results of the study revealed that four out of eight dimensions of family, environment, cohesion, expressiveness, acceptance, caring and active recreational orientation were positively and significantly related to total emotional intelligence of adolescents. It is interesting to note that only expressiveness dimension was related to assertiveness dimension of intra personal component and cohesiveness, expressiveness, acceptance and caring were significantly and positively related to empathy and inter personal relationship dimensions.

**Sharma, Geetanjali (2007)** investigated pre-adolescent perception of parent child relationship and its relation to age, sex and school. The study was conducted in Ludhiana city of Punjab. The findings were based on response of 120 respondents selected from two Govt. and two public schools. Parent child relation test was used to examine the parent child relationship as perceived by pre-adolescent child. The study concluded that denial of parents unfavourable characteristics was found in higher age group pre-adolescents. Girls were more protective of their parents. Further, it was observed that perception on subjects, aggression towards father, fathers aggression towards mother, mothers competence and identification was significantly higher in male pre-adolescent than females. Significant differences were observed in perception of public and Govt. school pre-adolescents as perception of parents affection, competence and indulgence were significantly higher in public school children as compared to Govt. school children. It was concluded that there was significant difference in perception of public and Govt. school pre-adolescents w.r.t. various dimensions of parent child relationship perception of parents.

**Kaur, Amandeep and Kaur, Sweepandeep (2007)** studied the impact of parent child relationship on emotional stability of adolescents. For this
study 200 children were taken. Parent child relationship scale by Dr. Nalini Rao (1971) and emotional stability scale by R. Bhardwaj and H. Sharma (1998) were used to collect data. The results signify that the parent child relationship has positive and significant effect on emotional competence of adolescents. On the score of emotional competence adolescents (both boys and girls) of Punjab and Haryana no difference is observed.

Subramanyam, K. and Sreenivasa, K. Rao (2008) studied at assessing the impact of gender on emotional stability and academic achievement of secondary school students, besides the relationship between emotional stability and academic achievement. The investigators concluded that there is no significant difference with regard to the impact of gender on emotional intelligence and academic achievement, besides there being no relation between academic achievement and emotional intelligence.

Dungrani, A.G. and Vaishnav, S.M. (2008) conducted a study to find out parents relationship with their children. 2×2 factorial design was used. The scale by Dr. N.S. Chauhan and Dr. H.C. Sharma was used for data collection. The conclusion which came out from statistical analysis of Friedman analysis of variance showed significant difference among parent child relationship of service class parent with their children and among business class parent with their children. PCR of divided family was found significant. PCR of all man parents was found significant.

Ahuja, M. and Chawla, P. (2008) conducted a study of academic stress of primary school children in relation to their family climate. The study was done on 125 children of primary classes of school located in Chandigarh. The survey was done to find out the relation of different components of academic stress to the various types of family climate of the children. The most important agency which can help in minimizing the stress factor in the child is his family. A secure and emotionally stable home is most important for cognitive development and smooth functioning of the child. The study
indicated that pressure and anxiety component score equal on the three components of family climate of high interactive, Low Interactive and Average Interactive family climate while the score of frustration and conflict component of pressure is different on different family climate.

**ABROAD STUDIES**

Parkiz, Reinherz and Frost (1992) studied adolescents (average age 14-15 years). They found striking similarities in levels and correlates their behaviour. A semi-structured interview was given to students and their mothers and each answered questionnaires on emotional, behavioural and academic achievement. Aggressive behaviour was strongly associated with delinquent behaviour. Both genders reported interpersonal difficulties with intimate relationship and family including breakups with close friends and escalating number of arguments with parents.

Kupanoff and Martin (2001) suggest that parents will be particularly likely to respond harshly to children's negative emotions, when the parents themselves become easily distressed. These emotionally volatile parents may be more activated to avoid the unpleasant experience of witnessing their children's negative emotions promoting them to act in punitive or dismissing ways towards their children in the hopes of avoiding negative emotion themselves. These parental responses could in turn teach children to suppress negative emotions to avoid punishment.

### 2.3 STUDIES RELATED TO SELF CONFIDENCE

Shavelsan, Hubner and Stanton (1976) provided a theoretical definition and model of self confidence that had a profound influence on subsequent self concept research (Review by March Hattie, 1996). Shavelson et al. noted that self confidence is important for both as outcome and as a mediating variable that helps to explain other outcomes.
Social cognition theory of Shavelson et al. (1976), Bandura (1986) and Marsh (1990, 1993) hypothesized that academic self confidence in particular school subjects influences subsequent task choice motivation, sustained effort and persistence which in turn lead to improved academic achievement and academic self confidence.

Saxena, Vandana (1988) studied the impact of family relationship on self confidence and academic achievement of high school students. The objectives of the study were to compare the students having different family relationship w.r.t. achievement and self confidence. The sample comprised of 300 boys and 300 girls of class XI of Agra City. The tools used were Parental Acceptance, Rejection Questionnaire of Jai Parkash and Bhargava, Self confidence test of R.P. Bhatnagar and academic achievement was considered using high school marks. The main findings of the study were family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total emotional, social and educational adjustment. Boys has better educational adjustment than girls. No significant difference was observed between dimensions of self confidence and family relationship. In academic achievement accepted and average students did not differ from rejected students.

Jain, Neera (1989) made an attempt to study the family structure, parental behaviour and self esteem in male and female adolescents. It was found that high parental support was more crucial for the strength of student power than high parental control. High parental control was found to be contributing more to the development of student worth in comparison of high support. High parental support when compared with high control should effect stronger.

Jain, Jayanti R. (1990) investigated a study to find out the relationship between self confidence and academic goals of adolescent girls
and identify them with parents or parent substitutes. It was concluded that girls having high self confidence tended to select high academic goals, which were positively associated with each other suggested that they reinforce each other where academic achievement was dependent on the concept of self that adolescent girls possessed. Identification with parents and parent substitutes by and large led to higher academic goals.

Ramiah, L. (1990) attempted a relationship study of parents involvement and self confidence of standard IX students in Devakottai Educational Institute. It was found that there was significant relationship between parental involvement and self confidence of students. The more the parental involvement, the better the self confidence. Female students had more parental involvement in physical support dimension than male students.

Marsh, Walker and Debus (1991) noted that study of relations between self confidence in particular school subjects and subsequent course selection was a particular relevant area to evaluate these predictions.

Vijayalakshmi, R. (1991) studied the relationship between self confidence and personality adjustment of family reared and institutional reared children. It was found that family reared and institutional reared children were similar in their self confidence. Self confidence of these children were related to personality adjustment.

Alexander and Rajender (1992) investigated adjustment problems of university students of Tamil Nadu. They found that urban students are better adjusted than their ruralities. Students self confidence promoted better adjustments. Parents education influenced their children’s adjustment. Students of well educated parents are better adjusted than students of poorly educated parents.

Marsh (1993) summarized a large number of studies showing that academic achievement is substantially related to academic self confidence but almost unrelated to global and non-academic components of self confidence.
Mehta, M and Kaur, T. (1996) studied the effect of Achievement motivation, Self confidence and Assertiveness upon adjustment of adolescent girls. The purpose of present investigation was to study the effect of achievement motivation, self confidence and assertiveness upon adjustment of higher secondary female students of XI, XII grade female students from two rural and two urban Govt. higher secondary schools governed by Board of Secondary Education, Rajasthan. The sample Dr. Prayag Mehta Agnihotri Self Confidence Inventory developed by Dr. Rekha Agnihotri was used to assess the levels of self confidence. It was found that highly achievement motivated rural girls were found to be significantly more adjusted educationally. Self confident girls were found to be more adjusted in total and in all areas of emotional, educational, home and health among rural, urban and total sample of girls.

Padhi, J.S. (1994) attempted to study the effects of socio-psychological environment of family on academic self concept and achievement in science of junior secondary school students. The sample comprised of 291 students studying in class VIII in five different schools of Shahdol District of Madhya Pradesh. It was found that ‘control and protectiveness’ dimensions of home environment were positively and significantly related with both academic self control and academic achievement in science. Nurturance, rejection and permissiveness dimension of home environment were negatively and significantly related with achievement in science whereas social isolation was related with academic self concept in science. The homes of high academic self concept students were controlled, protective socially isolated and less permissive. The homes of high achievers in science were controlled, protective, punishing and less nurtured.

Nayal, Shanti and Singh, Rajinder (1998) studied self concept and class adjustment of adolescents in relation to their sex, school discipline,
income group and academic achievement. Present study of students of classes IX, X, XI and XII of the Lucknow urban area constituted urban Area. Sampling of education in situations was dream from totality of such high schools and intermediate colleges of Lucknow city. Then 400 students were randomly selected with the help of selected college register records. This study clearly indicates that with academic achievement enhancement of ones self concept may be helpful in improving ones personality. In brief, the findings of present investigation have vital, importance to students, guardians, teachers, principals, educationists, sociologists and educational disciplined and well adjusted. As far as home and emotional adjustment is concerned, no significant differences were found in the adjustment of boys and girls.

**Kamra, Rajneesh and Gakhar (1999)** studied achievement, self confidence, problem solving ability and certain psychological variables. A sample of 60 students from Navodaya schools studying in 10+1 class was administered by using problem solving ability test (constructed by authors), self confidence questionnaire (Saraswati, 1992) and achievement test. The results revealed that there is significant relationship between self confidence and achievement in Navodaya School Students.

**Vamadevappa, H.V. (2003)** studied self concept and achievement in biology. The main objective of this study was to find out relationship between self confidence and achievement in Biology. Results revealed that self confidence is positively related to the achievement in Biology, under achievers and overachievers differ significantly in their self confidence. Under achievers have low self concept. From this it may be concluded that low self confidence is the cause of underachievement in Biology.

**Chopra, Rita (2005)** studied an impact of parent involvement on child's self confidence and educational outcomes. Data was collected from 100 students of class VI and VII and also from the parents of these students. The groups of students were made on the basis of high, average and low
parent involvement. The investigator compared the students belonging to different parent involvement groups. However, parent involvement was found to have positive impact on their children's self confidence and educational outcomes. Furthermore, the high parent involvement was found to lead to high self confidence and high educational outcomes of their children as compared to average and low parent involvement. Implications for the parents, teachers and school administrators were also reported by suggesting increase in parent-teacher meetings as well as greater support by the parents.

Paliwal, G. Dube, S. and Mathur, M. (2006) studied school environment, school adjustment and self confidence of high school adolescents in the age group of 13 to 15 years. 120 adolescents were selected from seedling public school in Jaipur City and data was collected by standardized tools. Results of the study revealed that larger number of girls scored in high category in creative stimulation, cognitive encouragement, acceptance and permissiveness while average in rejection and control dimensions. Boys scored in average category in all the six dimensions. Majority of boys and girls scored in average category on school adjustment and self confidence. Girls scored significantly higher on cognitive encouragement as compared to boys on school environment inventory. School environment indicated no correlation with self confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self confidence.

Usha, P. and Lakshmi (2008) studied influence of parenting style and self confidence on mental health of secondary school pupils. The main objective was to study the main effect of parenting style and self-confidence on mental health. The tools used were parenting style inventory by Usha and Sindu, Self Confidence Inventory by Usha and Lakshmi, 2007. It was concluded that main effect of parenting style was found to be significant at 0.01 level of significance. From the study, it can be concluded that parenting
style and self confidence influence the mental health of students.

Gurubasappa H.D. (2009) studied intelligence and self-confidence as correlated to academic achievement of secondary school students. The main objectives were to find out the nature of relationship that exists between academic achievement with intelligence and self-confidence. In the study, the investigator finds that the highly intelligent students and students with better self-confidence achieve high in school i.e. the academic achievement of students is certainly influenced by psychological factors like intelligence and self confidence. The major findings were that there is high significant correlation between academic achievement with intelligence and self-confidence.

ABROAD STUDIES

Active parenting by Michael Popin (1990) studied a set of audiotapes on various subjects related to children’s behaviour, including self esteem, drugs/alcohol, co-operation, discipline instilling courage etc. An approach makes sense of child’s behaviour offer parents concrete skills to put into action. It was concluded that effective parenting technique is proactive. It promotes positive behaviour and self control. It encourages self responsibility. It protects and strengthens child’s self esteem. It strengthens parent child relationship.

2.4 STUDIES RELATED TO ACHIEVEMENT

Jamhakkar (1968) conducted a study of Achievement motivation among the young adolescent boys in Poona City. The objective of the study was to know N-Ach. Arousal technique is useful for measuring the strength of need achievement in Indian children and to study the relationship of socio-economic variables and other variables like age, intelligence and academic performance. It was found that boys from middle class families had high achievement motivation level than those of upper and lower classes. Parental occupation was related to some extent to motivational level. N-Ach. was not
related to age and had a low positive correlation with intelligence and academic performance.

Gokulnathan (1972) studied Achievement motivation and educational achievement among secondary school pupils. The study was designed to compare tribal and non-tribal students with reference to racial, socio-cultural, educational and economic background. It was found that tribal boys in the rural and urban samples exhibit more or less the same level of achievement. The non-tribal in rural sample show significantly greater N-Ach level than their counterparts. It was concluded that tribal boys with father of low educational level do not differ from non-tribal boys with high and middle educational levels.

Desai, S.D. (1975) examined the inter-relationship of classroom ethos, pupils motivation and Academic achievement. His sample consisted of 1585 students selected from secondary schools. The research tools used in the study were Classroom Climate Scale of Thelen, Academic Achievement Rating scale and non-Academic Achievement Rating scale constructed by the Investigator. The major findings of the investigation was that the level of classroom climate was positively related to pupils motivation and their academic achievement. Non-Academic Achievement had no relationship with classroom climate and pupils motivation. Boys were higher than girls in the level of classroom climate, academic motivation and academic achievement.

Mishra, Karuna Shankar (1978) studied influence of children’s perception of parental child rearing behaviours on their academic achievement. He found that bringing up of children is a permanent need of all societies and the particular way in which it is done is a culture pattern of that society. Child grows up to fit his society and society of child begins with his family which defines the context in which a child receives his early socialization. If parents want to provide optimal facilitative environment conducive to the cognitive development of their children, they should play an
important role in the educational process of their children.

Siddiqui, B.B. (1979) attempted to investigate the effect of Achievement Motivation and Personality and Academic Success. His main objective was to study the relationship between family background factors and achievements of students when intelligence was kept constant. The sample consisted of 45 students drawn randomly from various colleges in the city of Ahmedabad. Data was collected using TAT, Mukherji’s forced choice Test of Achievement Motivation and College Examinations of the students. The data was analyzed by resource to frequency distribution, T-test and chi-square test. It was found that there was mutual relationship between intelligence achievement and personality. Family background factors had positive relationship with academic achievement of the students when the intelligence factors was held constant.

Arora, Reeta (1988) investigated the role of parent child relationship and teacher-student relationship in the academic achievement of higher secondary school students of both sexes. The objectives of the study were to study the relationship between educational standard and parents child relationship and to study whether any difference exists in the educational adjustment in different types of schools namely public schools, privately managed schools and centrally administered schools. The sample comprised 45 students studying in different types of schools of Agra City. The tools used to collect data included PARQ by Jai Prakash and SLS by S.P. Malhotra and B.K.Passi. The collected data were treated with t test and coefficient of correlation. It was found that there is no significant relationship existed between educational adjustment of students and parent child relationship. Educational standard of students and teacher-student relationship were found to be significantly related.

Pal, Anita (1988) makes a study of competition and co-operation in high school children as related to personality and parental orientation. It was
found that subjects high on co-operation were found to be more ware-hearted, obedient and conscientious than those low on co-operation. Subjects high on competition were found to be less intelligent, more affected by feelings, excitable, enthusiastic, tender minded and tensed as compared to those low on competition.

**Gupta, Anuradha (1989)** investigated the effect of family attachment on personal values and educational achievement of girls of small and big families. The objectives of the study were to see the effect of family attachment on personal values among the girls of small and big families, to see the effect of family attachment on educational achievement among the girls of small and big families. A sample of 300 girls of small families and 300 girls of big families were selected from various schools situated in Agra City. Tools used included family relationship inventory personal value questionnaire by G.P. Sherry. The main findings of the study were that girls of small and big families differed significantly regarding their values but family attachment had no effect of values. No significant difference was found in educational achievement of girls of small and big families. Positive relationship was found in personal values and educational adjustment among girls of big families.

**Kanwar, L.N. (1989)** studied socialization practices at home and school and development of personal achievement motivation among secondary school pupils in Assam. He studied the role of the family and the school in socialization processes among secondary school pupils of Assam in relation to personal achievement. It was concluded that there was no significant difference in levels of personal achievement of boys and girls. The higher personal need achievement was positively related to earlier socialization at home level. Comparison of high and low groups subdivided on the basis of sex, area of residence, racial background and type of school management on each of the factors of school socialization revealed significant
mean differences between certain sub-groups on their level of personal achievement.

Anshu (1991) studied effect of family climate on achievement motivation and adjustment of adolescents. The present study was done in Garhwal Division, Chamloi and Dehradun. Keeping in view the size of population, the multi stage stratified random sampling technique was adopted. The study was done in high schools. It was concluded that family climate was an effective determinant of home adjustment of adolescent girls. But its influence was found to be more prominent in case of urban and male adolescents. Regarding school adjustment of adolescents, family climate was found to be effective but its influence was found to be more prominent in case of urban adolescents.

Dutt, M.L. (1991) investigated a review study related to achievement motivation and parental behaviour to collect and critically review the findings of research studies conducted in area of achievement motivation and parental behaviour. It was concluded that most of studies conducted in this area in the Indian context are co-relational. The findings of the studies pertaining to psychological variables in general and personality variables in particular differ from culture to culture.

Gupta, Alka (1992) studied academic satisfaction as related to their personality needs and personal values. They measured the academic satisfaction of graduate students. It was concluded that n-achievement, n-affiliation and n-nurturance were positively related while the needs for dominance, abasement and aggression were negatively related with academic satisfaction. Most satisfied students were significantly nurturance and n-endurance while least satisfied students were higher on n-exhibition, n-dominance and n-aggression.

Pande, S.K. (1992) studied the effect of parent-child relationship perception upon the achievement of delta-class pupils. The objectives of the
study were to analyze the perception of parent-child relationship, degree of parent-child relationship and to find out the effect of parent-child relationship upon the achievement of delta class pupils. The study was delimited to the class VIII pupils located in urban and rural areas of Uttar Pradesh. Procedure for selecting the sample was stratified random sampling. The data gathering instruments employed were Group test of General Mental Ability by Jalota and parent-child relationship questionnaire of R.A. Singh. Collected data were analyzed using statistical techniques such as 't' test and co-efficient of correlation. It was concluded that in an urban set up both the parents were perceived equally acceptable and helpful to the child, fathers share of help was perceived as slightly more than mothers. In rural set up, mother was perceived as more helpful in comparison to father, children did not perceive the controlling measures of fathers as positive, mothers controlling measures were perceived as positive, and mother was perceived as the preferred parent.

Khare, Suniti (1996) studied Home learning environment and Academic achievement of Elementary School Children. The present study aims to investigate the difference in learning environment of home and other personal differences in academic performance of students. A sample consisted of 212 students of middle schools of Bhopal city. A data was analyzed by the help of product moment correlation, T-test and analysis of variance (ANOVA) for unequal cell sizes. The results showed the significant correlations between home environment and achievement in boys and girls. There is significant difference in school achievement of boys and girls. It was also found the effects of environment age and sex on school achievement of students.

Laxmi (1997) found that children belonging to more educated parents were academically more motivated. The educational status of parents significantly influences pupils academic achievement. It was concluded that parents responsiveness seems to be the most important factor related to
achievement among adolescents.

Sudhir and Khiangte (1997) noted that high creative girls from urban areas turned out to be more intelligent, emotionally stable, conscientious and apprehensive than the high creative girls from rural background. It was concluded that high creative boys were outgoing, conscientious, tender minded and self-sufficient as against their reserved, group dependent and expedient urban counter parts.

Agarwai and Kapoor (1998) noted that at primary level parents giving direction and guidance at appropriate time contributes to children’s performance in school.

Hausafus (1998) studied the impact of parent involvement and ethnicity on science and maths achievement using an invention study. A sample of 8th grade (14 years old) at risk minority students and their families were invited to participate in courses intended to enhance achievement through working with families. Across all groups, students did better if their parents helped them to see the importance of taking advanced science and maths courses and took them to exhibitions, science fairs. No ethic differences were reported.

Leung et al. (1998) examined the influence of parenting style on academic achievement. The findings of this study indicated that academic achievement was negatively related to academic authoritarianism. In a study adolescent minority students (Hispanic American, African American and Asian American), Boveja (1998) found that adolescents who perceived their parents to be authoritative engaged in more effective learning and studying strategies.

Chaudhary, Jain V.P. (1998) made a critical study of the factors contributing to academic under-achievement. He analyzed the effect of study habits, personality structure and environmental conditions on academic achievement and assumed that these factors were interrelated. He conducted
his study on a sample of 300 students that included bright achievers, bright under achievers and dull achievers. The major findings of his study was that bright children normally came from families where parents had higher level of education. Such parents were normally engaged in professions requiring general knowledge. They had more income than parents of dull student. The factors contributing to under achievement varied significantly with sex. Girls in comparison with boys of respective groups show higher achievement motivation. Product moment co-efficient of co-relation between N-Ach. and home adjustment was 34 and 17 respectively for boys and girls.

Roy, Chaudhary, P. and J. Basu (1998) studied on parent-child relationship, school achievement and adjustment of adolescent boys found that intelligence has been shown to be moderately related to adjustment in social and emotional areas. With younger children (aged 8-13 years) Zellman and Waterman (1998) observed differences in the forms of parental involvement across ethic gaps but the impact of these on student achievement was mediated by parenting techniques.

Sangwan, S; Punia, S. and Manocha, A. (1998) studied the quality of home environment in rural and urban areas. Study was conducted on 120 children of urban and rural area of 10+1 and 10+2 classes in Hisar District. The results revealed that rural people was still confirming to the decision of one elder person in the family than urban people. But moreover, in rural areas a high level method of isolating the children for disciplining them was used whereas a reverse trend was found in urban areas.

Haseen (1999) found that social class, parent-child interaction and dependency behaviour had significant effect on academic achievement.

Anuradha, K. and Bharathi, V.V. (2001) studied T.V. viewing and children’s Academic achievement with reference to Punishment patterns exercised by parents. It was concluded that significant difference was found in children’s amount of TV watching depending upon the type of punishment
exercised by parents. The parental disciplinary practices significantly affected children's academic achievement. The study cites 11 references.

**Pajares, Frank (2001)** investigated a study towards a psychology of academic motivation. The purpose of his study was to integrate constructs from positive psychology and motivation theories that have received most of the attention in studies of Academic Motivation. Expectancy and value constructs were associated positively with optimism, perceived authenticity and invitations. Positive psychology variables were stronger in high achieving students than in low achieving students. Boys had stronger perceived authenticity than girls did. Findings indicate that the constructs drawn from positive psychology can help academic motivation and achievement.

**Poonam and S. Balda (2001)** studied the effect of familial factors on children's intelligence. Effect of family size, family income and family education status on children's intelligence was examined. Sixty children from Hisar city were the elements of the sample. Results showed that family size was negatively correlated with IQ of children, while family income and family education status had positive correlation with the intelligence of children. It was concluded that as family size increases, the performance IQ decreases. As family income increases, verbal IQ of children also increases. Higher is the education status of family, higher is the verbal as well as full scale IQ.

**Sharma, S.N. (2002)** studied the effect of parental involvement and aspirations on academic achievement of 10+2 students. The main objective was to investigate the effect of parental involvement, parents aspirations and academic achievement. The study involves association of parental involvement, parental aspirations in relation to students, achievements and students aspirations. It was concluded that parents of high achieving students often provide academic guidance to their children and planned cultural activities at home. However, parents of low achieving group also organized
such cultural activities like going on picnics etc. Parental aspirations did not seem to interact with parental involvement to yield different achievement scores. The mean achievement scores of high parental involvement groups were higher than mean achievement scores of children belonging to low parental involvement groups.

Devi, S and Mayuri, K (2003) studied the effect of family and school on achievement of residential school children. He studied the family factors contributing to academic achievement of IX, X class. It was concluded that there exists a relationship between family and school factors with academic achievement. It was found that family factors were not found to be critically important for achievement of residential school children.

Jayashwal, M., Sinha, S.K., Kumari, K. and Arora, A. (2003) studied parental support and academic achievement in Tribal School students of Jharkhand. The objective of the study was to examine the role of parental support on academic achievement of tribal school students. Study was done to explore the impact of parental aspiration, interest behaviour on academic achievement of tribal school students. It was concluded that parents of high achievers have greater work commitment concern with the quality of performance and inclination to learn lessons from others. On the other hand the parents of low achievers are more fatalistic lacking a role model and having self confidence and initiative. The parents of high achievers have higher aspiration for their children’s educational success and high prestigious occupation with attractive financial return.

Kalra R. and Pyari, A (2004) studied family climate and income as determinants of educational achievement. He studied the role of family climate on academic achievements. He found that students achievement is greatly affected by home status of family.

Veena M. and Khadi, P.B. (2004) studied the influence of family functioning on adolescents adjustment. The focus of this article is on how
adolescents conceptualize, perceive and report on their family functioning and their adjustment. The main objective of this study was to study the influence of family functioning on adjustment of boys and girls of I and II year pre-University students. The result of this study revealed that family functioning was similar by both gender and class. Neither class nor gender contributed for adjustment. Girls were well adjusted both emotionally and at home. Boys were socially and educationally well adjusted. Finally it was concluded that family functioning of adolescents was significantly related to the adjustment.

Vamandevapp, H.V. (2005) studied the Impact of Parental Involvement on Academic achievement. The main objective of the study was to find out the extent of relationship between parental involvement and academic achievement among higher primary students. Study was done to find out the difference between high achievers and low achievers w.r.t parental involvement. Study was done to find out the difference between boys and girls academic achievement and differences of girls and boys on low and high parental involvement. The result of this study revealed positive and significant relationship between parental involvement and academic achievement. There was significant difference in the achievement scores of boys and girls of high parental involvement group.

Fauziakhan, Visala Patnam and Ramana Desetty (2006) studied factors contributing to academic achievement in early childhood education. The study revealed a multi-factorial impact on children's academic achievement at school. It was seen that young child's regularity to school, parental involvement in the child's work with an in-depth understanding of teachers counseling, the child's mental age, his/her readiness to learn, the effort put in by the child at school and at home, the educational status of parents are the factors that have a significant positive correlation with the child's academic performance/achievement.
Manchanda and Kaur, Navneet (2008) studied the impact of optimistic and pessimistic attitude on academic achievement of adolescents of schools of Ludhiana district. 300 adolescents were taken for this study. Optimistic-pessimistic attitude scale by D.S. Parashar was used to collect data. The result signifies that O-P attitude has significant relationship with academic achievement among male and female adolescents in science and arts stream of Ludhiana district.

ABROAD STUDIES

Baldwin in (1949) reveals that parental democracy stimulates creativity and imaginativeness among children.

Terman (1954) studied that the non creative children came from homes having more stress, more conflict and less interest in ach. than homes of creative subjects.

Mccurdy (1957) and Greenacre (1958) separately demonstrated their historic geniuses had intensive warm relations with parents.

Watson (1957) on the basis of projective tests and teachers rating formed that the children from more permissive families were rated as having significantly greater spontaneity, originality and creativity accompanied by more initiative and independence.

Weisberg and Spinger (1961) study shows a correlation of 0.5 between the integrity of parent child relationship and level of creative test performance compulsivity in the mother as rated by psychiatric. Interview was found to be negatively correlated with creativity test scores in children.

Nichols (1964) reported that mothers who were rated high on authoritarian child rearing attitudes tended to have children who were low in creativity and originality.

Dryer and Wells (1966) concluded that parents of more creative children showed less consensus in family values and more role tensions than the parents of low creatives. However, the extent to which the parents granted
autonomy to the child did not differentiate the two groups of parents.

Besides this, a few studies were also conducted abroad with relation to parent environment, sex and achievement motivation etc.

Motaki et al. (1967) studied relationship between personal adjustment and prediction of high school achievement. They investigated the prediction of academic records at high school level on the basis of intellectual aptitude. It is influenced by personal and emotional adjustment regular grades, as a group are socially segregated whereas physically integrated. There are three studies in this area where special class educable mentally retarded students were compared on social adjustment with normal person after the group had reached adulthood. The objective of the study was confined to the impact of parenting techniques and general aspects.

Peaker (1967) in England noted 104 variables influencing academic achievement of children and classified them into three categories - parental attitudes, home circumstances and school variables. The analysis concluded in general, variation in parental attitude could account for much more of the variation in attainment than could either of the other two categories of variables.

Morrison and Mclntyre (1971) have reviewed their literature on the influence of home environment on academic achievement. They have listed important aspect of home environment as parental attitude to education, educational level of home, family size, quality of maternal care, material prosperity of the home, abnormal family background and social disorganization.

Studies of Knudsen (1977) and Buckley (1977) indicate that field dependence variable is associated with achievement of students. Analysis of studies done by Sinha (1967), Hassan (1972) Bandura (1961) reveals that dependent children are conspicuously achievement oriented. The present investigation was attempted to find out whether parental child-rearing
behaviours as they are perceived by their children was independent of their academic attainment.

**Cherian (1990)** conducted a study on relationship between punishment of Pupils and their academic achievement. 369 boys and 652 girls in the age range of 13 and 17 years from urban and rural Transkei school children were taken as sample. The purpose of the study was to examine the relationship between the frequency of parental punishment experienced by children and their academic achievement. It was concluded that there was a negative relationship between punishment and academic achievement. The child with a higher frequency of punishment achieved a low score in academic achievement.

**Sacker et al. (2002)** set out to examine how unequal educational achievement and adjustment came about. It has been well known for decades that pupils educational adjustment is related to parents social class yet the mechanisms from this relationship are not well understood. How does social class influence school achievement. Sacker and her colleagues set out to test the model for parent involvement. It was concluded that poorer are people circumstances, the more difficult it is assumed to be to support a child’s educational development. The latter, parental aspiration is, in turn influenced by child’s evident achievement. The more the child achieves, the greater is the parental expectation.

**Lamborn et al. (1992)** examined the impact of authoritative parenting, parental involvement in schooling and parental encouragement to succeed on adolescent school activities. Sample consisted of 640 American adolescents between 14 to 18 years of heterogeneous socio-economic status. It was found that authoritative parenting (increased acceptance, supervision and psychological autonomy granting) leads to better adolescent school performance and stronger school engagement. Positive impact of authoritative parenting on adolescent achievement is mediated by positive effect of
authoritativeness on parental involvement in school.

**Peter F. de Jong (1993)** studied a model in which attention in the classroom is supposed to mediate the relationship between home background factors and achievement in the school. Home background factors in the study were the socio-economic status of parents and the home. The effects of attention were studied for two domains of achievement, namely reading comprehension and arithmetic. The model was tested by means of structural equations modeling in a sample of 11 year old children attending grade 6 of regular elementary schools in Netherlands. The results showed that attention can be considered as an important mediator between home problem behaviour and achievement in school. The absence of problem behaviour at home had substantial positive relationship with attention, the latter having moderate effects on arithmetic achievement and reading comprehension. No effect of status of parents on attention were found.

**Grissmer, Nataraj, Kirby, Berend and Williamson (1994)** observed that the most important family factor that influences student academic achievement is the education level of parents. They measured student performance by test scores. Students received key on the National assessment of Educational progress, a standardized test given by U.S. Department of Education Technology. They found that students with one or two parents with a college education did significantly better than students whose parents were not high school graduates.

**Steinberg et al. (1994)** have demonstrated that children whose families encourage their active involvement in supportive family relationship display impulse control and achieve academically.

**Dornbusch et al. (1997)** examined the contemporaneous and predictive relationship between peers, adolescence attribution and educational outcomes. 1100 high school students of including 6 schools from California and 3 schools from Wisconsin were selected as sample. It was concluded that
Adolescent who perceived their parents as being non-authoritative were more likely than their peers to attribute the achievement outcomes to external causes or to low ability. Authoritative parenting was most successful in fostering personal and social responsibility in adolescent. Adolescent from non-authoritative parents were less inclined to view their academic achievement as a product of their capacities and persistence.

DeGarmo et al. (1999) found supportive model parental influence on educational achievement for young children. It was found that educational adjustment is strongly related to socio-economic status and parental involvement in education. The study asked the question, how do these influences work. Family background data were collected from mothers. Aspects of parent-child interaction were obtained partly from self report and partly from observation on a set of interaction tasks designed to explore parental support for cognitive skill building and discipline. It was concluded that there is significant impact of home learning environment on adolescents.

Fan and Chen (2001) did a meta analysis of the empirical studies of the impact of parental involvement on academic achievement. They found that a small to moderate significant relationship exists between two factors. They also found that the size of the effect is dependent on the type of parental involvement. The type of parental involvement that has strongest relationship with educational achievement is parental aspirations and expectations for the child.

In examining the mechanism of the impact of parental involvement on school achievement, Marchant et al. (2001) studied a sample of Canada adolescents to test the model which was proposed between family and school context variables and students achievement.

Mattingly et al. (2002) reviewed 41 studies that evaluated parental involvement programmes to assess the claim that they made a positive impact on pupil-instructional learning. They found little empirical support for the
widespread claim that parental involvement programmes are an effective means of improving student achievement or changing parent-teacher and student behaviour.

**Varte, Zokaitluangi and Lalhunglawma (2006)** studied intelligence and academic achievement in relation to parents' child relationship in Mizo adolescents. Parental behaviour as perceived by the child has more importance and emerged to be explanatory than characterization of such behaviour by independent observers. 140 Mizo adolescents from a school were sampled. The low and high scores on parent-child relationship respectively designated as restrictive and permissive parenting styles were screened out and their academic achievement scores were analyzed. Results indicated no gender difference on parent-child relationship, intelligence, and academic achievement. 2x2 ANOVA indicated significant parenting effect whereas gender x parenting interaction resulted non-significant. F-ratio, mean comparisons in significant 'parenting effect revealed greater intelligence in 'permissive' than 'restrictive'.