SUMMARY AND CONCLUSIONS
CHAPTER VI

SUMMARY AND CONCLUSIONS

6.1 INTRODUCTION

In the modern era when all the parents desire to see their children, including girls, highly placed, it becomes the topic of utmost concern to evaluate their 'Academic Achievement' in relation to familial, social and personal perspective. It is during adolescence that many changes occur that strongly influence the development of career preferences and aspirations and thus struggle for 'Academic Achievement'. Hence, the present study was designed to study the status of 'Family Relationship', 'Youth Problems' and 'Impulsiveness' in 'Teen-aged School' and 'College Girls' and their relationship with 'Academic Achievement'.

Although teenagers make their own choices, a good home life can provide a safe passage and thus facilitates to bypass many of the pit falls of adolescence. Particularly, a kind, warm, solid relationship with parents who demonstrate respect for their children, an interest in their children's activities, and set firm boundaries for those activities may directly or indirectly deter criminal activity, illegal drug and alcohol use, negative peer pressure, delinquency, sexual promiscuity, and low self-esteem.

There are three major areas that are crucial to the parent-adolescent relationship – connection, monitoring, and psychological autonomy. If the parent-child connection is consistent, positive, and characterized by warmth, kindness, love and stability, children are more likely to flourish socially. They are more likely to be self-confident in their relationships with others, and to be more cooperative with others.

Teenagers who report that their parents take a genuine interest in their activities are more likely to avoid trouble. Teens whose parents know who their friends are and what they do in their free time are less likely to get into trouble than their peers. Parents who concentrate on trying to control their child are going to have much more success and a lot less grief.
The image of adolescence is a time of storm and stress, intense moodiness and preoccupation with the self which has permeated both professional and lay perspectives of this developmental period. The families in general and parents in particular, have often been deemed to be the most important support system available to the child. The strongest factor in moulding a child's personality is his relationship with his parents. If his parents love him with a generous, even flowing, non-possessive affection and if they treat him as a person who likes themselves, has both, rights and responsibilities, then his chances of developing normally are good. But if they diverge from this, the child's development may be distorted (Cox & Cox, 1979).

The teenage brain, Laurence Steinberg says, is like a car with a good accelerator but weak brakes. With powerful impulses under poor control, the likely result is a crash.

The transition from home and family to school and peer ecologies entails exposure to a new set of opportunities, demands, rules, and relationships that complement and elaborate social experiences with parents and siblings. Peer relationships challenge children's emerging self-regulation, cognitive capacity, and social behaviour. Adjustment during the transition to elementary school has a broad, powerful, and lasting impact on social and academic domains of development. A number of candidate processes may explain how peer relationships and experiences mediate the risk for conduct problems posed by child impulsivity and inattention. These processes are likely to be gender-specific.

Adolescence is an ideal time to study the career development of young women. It is during adolescence that many changes occur that strongly influence the development of career preferences and aspirations. Puberty and emerging sexuality, including a growing interest in hetero-social relationships, create an intensification of gender role identity. Greater autonomy and independence contribute to the process of identity development. Career options and choices become more realistic as the adolescent gains a greater awareness of her skills and interests (Monks & Van Boxtel, 1985). Poole and Low (1985) pointed out that career preferences are formed early in
adolescence and, for both girls and boys, are heavily influenced by gender role socialization, one of the earliest and thus most powerful forms of socialization. The strength of this socialization often creates a narrow, gender-based range of career options (McMahon & Patton, 1997). Gender, achievement level, age, and school environment are all factors that may influence an adolescent girl's career choice and, as such, have been of interest to researchers.

Research supports effectiveness of parental warmth and supportiveness in developing secure attachment and intimate parent-child relationship (Bowleby, 1980), in making children autonomous, well adjusted, and socially competent (Otto & Atkinson, 1997), and in preventing substance abuse, deviant behaviour, and psychopathology among children (Margolese et al. 2001).

6.2 Justification of the Study

Due to economic boom and fast changing scenario in respect of family set-up the mind of youngsters is disturbed. The teen aged girls are facing even more problems in adjusting themselves as social liberation of females is at the peak, nowadays in India. By now, they were not allowed to expose themselves to the outer world and now they have to explore various aspects of their life which were rather hidden until now. The increase on nuclear families is another aspect adding to their burden in terms of non-availability of elders' advice in case of any emotional chaos. This way the gap between parents and children is widening day by day, and children feel rather less secured, thereby, facing more and more youth problems and developing various psychological complications. Even further, they are lured by the glamorous world due to excessive house-hold approach by multimedia and television. This increasing complexity in their life is causing a major problem in their 'Academic Achievement' and propagation of higher studies.

Therefore, it becomes rather imperative to study their 'Parental Relations', various 'Youth Problems' and certain psychological aspects in relation to their 'Academic Achievement'. And hence, it was decided to conduct the present study on 'School' and 'College Teen-aged Girls'.
6.3 Statement of the Problems

The problem discussed above leads us to examine the impact of 'Family Relationship', 'Youth Problems, and certain psychological factors on 'Academic Achievement' of 'Teen-aged Girls'. In a nutshell, the present topic of investigation would be "a study of 'Family Relationship', 'Youth Problems' and 'Impulsiveness' in relation to 'Academic Achievement' of 'Teen-aged Girls'. Hence, the present research would be focused on the following objectives.

6.4 Objectives of the Study

In view of the available literature and importance of the topic, the following objectives were set:

1. To study the 'Youth Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.
   1.1 To study the 'Family Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.
   1.2 To study the 'School-college Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.
   1.3 To study the 'Social Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.
   1.4 To study the 'Personal Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.

2. To study the effect of 'Family Relationship' on 'Academic Achievement' of 'Teen-aged Girls'.
   2.1 To study the effect of 'Family Acceptance' on 'Academic Achievement' of 'Teen-aged Girls'.
   2.2 To study the effect of 'Family Concentration' on 'Academic Achievement' of 'Teen-aged Girls'.
   2.3 To study the effect of 'Family Avoidance' on 'Academic Achievement' of 'Teen-aged Girls'.

3. To study the effect of 'Impulsiveness' on 'Academic Achievement' of 'Teen-aged Girls'.

4. To study the relationship between 'Youth Problems' and 'Family Relationship' of 'Teen-aged Girls'.

   4.1 To study the relationship between 'Family Problems' and 'Family Relationship' of 'Teen-aged Girls'.

   4.2 To study the relationship between 'School-College Problems' and 'Family Relationship' of 'Teen-aged Girls'.

   4.3 To study the relationship between 'Social Problems' and 'Family Relationship' of 'Teen-aged Girls'.

   4.4 To study the relationship between 'Personal Problems' and 'Family Relationship' of 'Teen-aged Girls'.

5. To study the relationship between 'Youth Problems' and 'Impulsiveness' of 'Teen-aged Girls'.

6. To study the relationship between 'Family Relationship' and 'Impulsiveness' of 'Teen-aged Girls'.

6.5 Hypotheses of the Study

To give the present research a momentum in proper direction in the light of available literature, the following hypotheses have been formulated.

1. There will be no effect of 'Youth Problems' on 'Academic Achievement' of 'Teen-aged Girls'.

   1.1 There will be no effect of 'Family Problems' on 'Academic Achievement' of 'Teen-aged Girls'.

   1.2 There will be no effect of 'School-college Problems' on 'Academic Achievement' of 'Teen-aged Girls'.

   1.3 There will be no effect of 'Social Problems' on 'Academic Achievement' of 'Teen-aged Girls'.

   1.4 There will be no effect of 'Personal Problems' on 'Academic Achievement' of 'Teen-aged Girls'.
2. 'High Achievers' 'Teen-aged Girls' would score lower on 'Family Relationship Inventory'.
   2.1 'High Achievers' 'Teen-aged Girls' would score higher on 'Family Acceptance'.
   2.2 'High Achievers' 'Teen-aged Girls' would score lower on 'Family Concentration'.
   2.3 'Higher Achievers' 'Teen-aged Girls' would score lower on 'Family Avoidance'.
3. 'Low Achievers' 'Teen-aged Girls' would score higher on 'Impulsiveness Scale'.
4. There will be negative relationship between 'Youth Problems' and 'Family Relationship' in 'Teen-aged Girls'.
   4.1 There will be negative relationship between 'Family Problems' and 'Family Relationship' in 'Teen-aged Girls'.
   4.2 There will be negative relationship between 'School-college Problems' and 'Family Relationship' in 'Teen-aged Girls'.
   4.3 There will be negative relationship between 'Social Problems' and 'Family Relationship' in 'Teen-aged Girls'.
   4.4 There will be negative relationship between 'Personal Problems' and 'Family Relationship' in 'Teen-aged Girls'.
5. There will be positive relationship between 'Youth Problems' and 'Impulsiveness' in 'Teen-aged Girls'.
6. There will be negative relationship between 'Family Relationship' and 'Impulsiveness' in 'Teen-aged Girls'.

6.6 Operational Definitions of Key Words

'Family Relationship': It includes acceptance, concentrations and avoidance of a child by parents.
‘Acceptance’: Parents having attitude of acceptance neither concentrate nor overlook their children; they encourage them to fulfil their potentialities as best as they can.

‘Concentration’: It refers to over-protection, direction and control of the children by the parents.

‘Avoidance’: It refers to the withdrawal by the parents when child approaches them for affection and love.

‘Youth Problems’: It refers to various social, personal and academic problems faced by the youth due to physiological and psychological changes and difficulty in social adjustment.

Family Problems: Such problems pertain to parental indifference, parental strict supervision and lack of freedom, criticism and lack of recognition by parents, demands by family, interference, parental dominance, negative discrimination between sons and daughters, rejection from parents, fear of parents, projection by parents, lack of affiliation, on dependence on parents, inter-generation gap in ideology and sibling relations.

School-college Problems: These problems refer to fear of college activities; fear of teachers; rejection and indifference by teachers; incompetence of teachers; harsh, rude and sarcastic behaviour of teachers; isolation; difficulties in teaching subjects and other handicaps at school/college.

Social Problems: The area pertains to social inferiorities and social isolation.

Personal Problems and Over Sensitivity: Illogical fears; depression; health and constitution; beauty consciousness; manners and habits; present and future career; personal handicap; frustrations; feelings of failures, and inferiorities are covered under this area.

‘Impulsiveness’: It is a personality trait which includes quick behaviour, risk taking activities and lack of emotional control.

Emotions: Strong feeling accompanied by physiological changes.

Teen-age: The period of a person’s life from the ages of thirteen to nineteen.
'Academic Achievement': It pertains to the scores of a student achieved in some formal examination.

6.7 Delimitation of the Study

1. The present study covers a limited sample and there is a stern requirement to conduct such study on a larger group from various parts of Haryana or rather India.

2. The 'Teen-aged Girls' having a raw brain are very easily influenced by rosy presentation of certain items and get trapped into various bad habits like drug abuse; drug trafficking on the cost of their studies, hence, they need to be studied in respect of certain other psychosocial dimensions/parameters.

3. Only 300 girls have been screened in the present study; a big sample can bring better results.

4. The variables under study are naturally existing and can not be induced thereby impact of certain intermixing demographic variables could not be controlled.

6.8 Design of the Study

The present study was undertaken with the objective to focus upon the 'Teen-aged Girls' of 'School' and 'College'. The girls were divided on the basis of their 'Academic Achievement' thereby, making six groups i.e. 'Low', 'Medium' and 'High Achievers' from 'School' and 'College'. The 'Total Sample of Girls' was also divided on similar lines making three more groups ('Low', 'Medium' and 'High Achievers' from 'Total Sample') totalling nine groups. Three more groups were formed, namely 'Over-all' Girls from 'School', 'College' and 'Total Sample of Girls' for collective study irrespective of their 'Academic Achievement'.

Thus, the study was designed with (a) three 'Sections' of 'Teen-aged Girls' i.e. 'School', 'College' and 'Total Sample'; (b) three levels of 'Academic Achievement'
i.e. 'Low', 'Medium' and 'High Achievers', and (C) 'Over-all' Girls (aggregate study on all the variables irrespective of their 'Academic Achievement').

6.9 Sample of the Study

To carry out the present research, 250 'Teen-aged Girls' from 12th standard were chosen from the private schools situated at Hisar. Two hundred and twenty nine girls were taken from Government College Hisar studying in final year of their graduation. Thus, the initial sample of this study consisted of 479 subjects. All the subjects were matched on intelligence and variables of age and the extreme cases were rejected. Thereby, the final sample of 150 each was chosen for the present investigation.

6.10 Tools: Various tools employed for this study are discussed below.

I) Youth Problems Inventory

This test, given by Mithilesh Verma (2004), contains 80 statements belonging to four area viz. family problems, school/college problems, social problems, and personal problems and over sensitivity.

II) Family Relationship Inventory

'Family Relationship Inventory' (FRI) given by Sherry and Sinha (2000), English version, contains 150 items classified into three patterns of mother and father separately. The test measures three components viz. 'Acceptance', 'Concentration' and 'Avoidance' in respect of mother and father.

III) Impulsiveness Scale

The scale by Rai and Alka Sharma (1988) was employed to test the 'Impulsiveness'. It contains 30 items. Each item of the scale has two alternative responses. The response indicating 'Impulsiveness' is scored as one and response indicating no 'Impulsiveness' is scored as zero.
6.11 Data Collection/Administration of Scales

On the very first day of the visit to the respective institute, all the students were clubbed together and were informed about the purpose of the study. A rapport was established, and a well conducive atmosphere was created.

One questionnaire was given per day after taking them into confidence that the information’s so generated would be kept confidential and would not be used for any other purpose. After filling the personal details, the students were requested to turn the page to read the instruction carefully and were enabled to understand the questions by explaining the example quoted by the author.

6.12 Statistical Analysis

The present research was an attempt to study the relationship of ‘Family Relationship’, ‘Youth Problems’, and ‘Impulsiveness’ with ‘Academic Achievement’ of ‘Teen-aged’ ‘School’ and ‘College Girls’. The mean scores were compared using paired sample ‘t’ test. Correlations were computed wherever required and deemed fit. Furthermore, multiple regressions of dependent variables were drawn on independent variables and thus intercepts and regression coefficients were calculated for each dimension of independent variables, and F values were computed using ‘Analysis of Variance’ (ANOVA) with equal number.

6.13 Main Findings

6.13.1. Academic Achievement: The mean scores of three ‘Achievement Groups’ of TAG-S viz. ‘AA –L’ AA-M and AA-H (50.64±4.024, 60.78 ±2.324 and 80.66 ±8.637) and TAG-C (51.24 ±4.074; 61.82 ±2.639 and 67.52 ±1.619), were significantly different (0.01 level) from each other.

6.13.2. Youth Problems

6.13.2.1 Status of Youth Problems

I) Youth Problems in School and College Girls: No significant difference was detected between mean scores on ‘Family Problems’ in TAG-S and TAG-
C. While ‘School-college Problems’, ‘Social Problems’ and ‘Personal Problems’ were significantly high in TAG-C as compared to those in TAG-S. A strong relationship was recorded between dimensions of ‘Youth Problems’ through all the ‘Achievement Groups’ of TAG-S, except in ‘Low Achievers’, wherein, the relationship was restricted to some extent. Further the study revealed a strong relationship through all the ‘Achievement Groups’ of TAG-C and TAG-TS.

6.13.2.2 Youth Problems and Academic Achievement

I) Mean Scores of Youth Problems in relation to Academic Achievement: All types of ‘Youth Problems’ were significantly higher in ‘Low Achievers’ than in the ‘Medium’ and ‘High Achievers’ through all the ‘Sections of Girls’. ‘School-college Problems’ in TAG-S; ‘Social Problems’ in TAG-S and TAG-TS; and ‘Personal Problems’ in TAG-C were significantly higher in ‘Medium Achievers’ than those in ‘High Achievers’. Interestingly, School-college Problems’ were fond to be significantly in ‘High Achievers’ TAG-C in comparison to ‘Medium Achievers’.

II) Correlations between Academic Achievement and Youth Problems: ‘Medium Achievers’ and ‘Over-all’ TAG-S exhibited significantly negative correlations among ‘Academic Achievement’ and all the dimensions of ‘Youth Problems’. However unexpectedly, in ‘Low Achievers’ TAG-S, the relationship was found to be positive in respect of ‘Family Problems’ and ‘Personal Problems’. While studying further, it was observed that the coefficients of correlation were significantly negative in ‘Low Achievers’ and ‘Over-all’ TAG-C through all the dimensions of ‘Youth Problem’, whereas, in ‘Medium Achievers’ significant correlations was seen only with ‘School-college Problems’. In TAG-TS, however, outcomes of correlations were significant and negative in respect of all the ‘Sections of Girls’ with few exceptions.

III) Regression of Academic Achievement on Youth Problems: ‘Academic Achievement’ had highly significant and negative ‘b’ slopes on all the dimensions of ‘Youth Problems’, through all the ‘Sections of Girls’.

6.13.3. Family Relationship

6.13.3.1 Status of Family Relationship
I) Family Relationship with Mother and Father: 'Family Relations' of TAG were evaluated on its different dimensions viz. 'Acceptance', 'Concentration' and 'Avoidance' being perceived by them at home. The scores on 'Acceptance' and 'Concentration' were found to be significantly high in relation to 'Mother' in comparison to 'Father' in all the 'Sections of Girls', whereas, mean score on 'Mother Avoidance' was significantly lower than that on 'Father Avoidance'.

II) Family Relationship in School and College Girls: On making comparison between 'School' and 'College' no significant difference was noticed between mean scores of TAG-S and TAG-C on 'Mother Acceptance', 'Father Acceptance' and 'Parents Acceptance'. However, studies exhibited significantly higher values in TAG-C as compared to those of TAG-S on 'Father Concentration' and 'Parents Concentration'. Similarly, TAG-C reflected significantly higher scores on mother, father and parents - 'Avoidance', as compared to those in TAG-S.

III) Correlation among the Dimensions of Family Relationship: The studies revealed significantly high positive correlations between all the parameters of 'Family Acceptance' and 'Concentration' through out the 'Achievement Groups' of all the 'Sections of Girls' with a few exceptions. Whereas, 'Family Acceptance' and 'Avoidance' were found to be correlated through all the 'Achievement Groups' except 'Mother Acceptance' in 'Low Achievers' in TAG-C; except 'High Achievers' in TAG-TS; and only in 'Low Achievers' TAG-S. Furthermore, 'Family Concentration' and 'Avoidance' reflected highly significant positive correlations through all the 'Achievement Groups' and 'Sections'.

6.13.3.2 Family Relationship and Academic Achievement

I) Mean scores on Family Relationship in relation to Academic Achievement: 'High Achievers' scored significantly high on dimensions of 'Family Acceptance' in comparison to 'Low Achievers' TAG-S. Similarly, in TAG-TS, 'Family Acceptance' was found to be significantly higher in 'High Achievers' than 'Low' and 'Medium Achievers'. However, no significant difference was seen in any group of TAG-C.
On ‘Mother Concentration’, significantly high mean score was recorded in ‘Low Achievers’ as compared to ‘Medium Achievers’ in TAG-TS only. While, on ‘Father Concentration’, ‘Low Achievers’ scored significantly higher in comparison to the ‘Medium’ and ‘High’ ‘Achievers’ TAG-S, and in comparison to ‘High Achievers’ TAG-TS. On ‘Parents Concentration’ the study revealed significantly higher scores in ‘Low Achievers’ as compared to ‘High Achievers’ TAG-S, and in comparison to ‘Medium’ and ‘High’ ‘Achievers’ TAG-TS. TAG-C, however, did not reveal significant difference in any group.

Except ‘Father Avoidance’ in TAG-C, the scores on ‘Family Avoidance’ were significantly high in ‘Low Achievers’ in comparison to those in ‘Medium’ and ‘High Achievers’, and in ‘Medium Achievers’ as compared to those in ‘High Achievers’ throughout the groups and sections.


Significant and negative correlations of ‘Academic Achievement’ were shown by ‘Low Achievers’ TAG-S with ‘Father Concentration’, by ‘Medium Achievers’ TAG-S with respect to ‘Mother Concentration’; and by ‘Over-all’ Girls with father and parents ‘Concentration’. In case of TAG-C, only ‘Low Achievers’ showed significant negative correlation with ‘Family Concentration’. TAG-TS, however, revealed a significant negative correlation in all the ‘Achievement Groups’ except in ‘Medium Achievers’ with father and parents ‘Concentration’.

Significant negative correlations of ‘Academic Achievement’ were noticed with ‘Family Avoidance’ in ‘High Achievers’ and ‘Over-all’ TAG-S; in ‘Low Achievers’, ‘High Achievers’, and ‘Over-all’ TAG-TS; with ‘Parents Avoidance’ in ‘Low Achievers’ TAG-C; with mother and parents ‘Avoidance’ in ‘Over-all’ TAG-C.
III) Regression of Academic Achievement on Dimensions of Family Relationship: ‘Academic Achievement’ had a significant and positive regression coefficient on ‘Mother Acceptance’ in TAG-S; on mother and parents ‘Acceptance’ in TAG-TS.

A significant and negative regression coefficient of ‘Academic Achievement’ was seen on father and parents ‘Concentration’ in TAG-S, and mother and parents ‘Concentration’ in TAG-TS, however, no significance could be observed in the TAG-C.

A highly significant and generalized negative regression coefficient of ‘Academic Achievement’ on ‘Family Avoidance’ was recorded through all the ‘Sections of TAG’.

6.13.4 Impulsiveness and Academic Achievement

I) Mean scores on Impulsiveness in relation to Academic Achievement: Studies on ‘Impulsiveness’ revealed significant increase in TAG-S as compared to TAG-C. The mean scores on ‘Impulsiveness’ in relation to ‘Academic Achievement’ were not found to be significantly different through all the ‘Achievement Groups’ and in TAG-S, TAG-C and TAG-TS, except in ‘Low Achievers’ TAG-S, where the mean score was significantly higher on ‘Impulsiveness’ than those in ‘Medium Achievers’.

II) Correlation between Impulsiveness and Academic Achievement: Correlation studies revealed significant negative correlation between scores on ‘Impulsiveness’ and ‘Academic Achievement’ only in ‘Medium Achievers’ TAG-S and positive correlation in ‘Low Achievers’ TAG-C.

III) Regression of Academic Achievement on Impulsiveness: Computation of regression of ‘Academic Achievement’ on ‘Impulsiveness’ did not reveal any significant ‘b’ slope.

6.13.5 Family Problems and Family Relationship

I) Correlations between Family Problems and Family Relationship: Examination of results did not reveal any significant correlation between ‘Family Problems’ and components of ‘Family Acceptance’ in TAG-S. In contrast almost all the dimensions of ‘Family Concentration’ and ‘Avoidance’
had significant and negative correlation in ‘Low Achievers’ and ‘Over-all’ TAG-S.

‘Family Problems’ and dimensions ‘Family Relationship’ were found to be significantly and positively correlated in ‘Medium’ and ‘High Achievers’, and ‘Overall Sample’ of TAG-C.

In TAG-TS, ‘Family Problems’ had significant correlation with ‘Family Acceptance’ in ‘High Achievers’ and ‘Over-all’ Girls, whereas, almost all the dimensions of ‘Family Concentration’ and ‘Avoidance’ were found to be correlated with ‘Family Problems’ through all the ‘Achievement Groups’.

II) Correlations between School-college Problems and Family Relationship: Highly significant correlations were seen between ‘School-college Problems’ and all the dimensions of ‘Family Acceptance’ in ‘Low Achievers’ TAG-S only. ‘High Achievers’ and ‘Over-all’ TAG-C were found to be having significant correlations between the two. The scores on two parameters also had significant correlations at few places in TAG-TS.

Almost all the ‘Achievement Groups’ except ‘High Achievers’ TAG-S had significant correlation between the scores on ‘School-college Problems’ and ‘Family Concentration’ while, in TAG-C and TAG-TS correlation coefficients revealed significance in all the ‘Achievement Groups’ except ‘Medium Achievers’.

‘School-college Problems’ were found to be having significant relationship with ‘Mother Avoidance’ and ‘Parents Avoidance’ in ‘Low Achievers’ TAG-S; ‘Father Avoidance’ in ‘Medium Achievers’ TAG-S, and with all the dimensions in ‘Overall Girls’. Further, the two had significant relationship thoroughly in case of TAG-C, except with ‘Mother Avoidance’ in ‘Low’ and ‘Medium Achievers’. Similarly, significant correlations were exhibited thoroughly except that of ‘Mother Avoidance’ in ‘Medium Achievers’ in TAG-TS.

'Mother Concentration' and 'Parents Concentration' in 'Medium Achievers'; and 'Father Concentration' and 'Parents Concentration' in 'Over-all' Girls of TAG-S were found significantly associated with 'Social Problems'. The correlation coefficients were found to be significant in 'High Achievers' and 'Over-all' TAG-C with the dimensions of 'Family Concentration'. Besides, in TAG-TS, 'Mother Concentration' in 'Medium Achievers' was also found to be associated.

Besides 'Father Avoidance' in 'Medium Achievers' TAG-S, 'Over-all' Girls presented significant correlations between 'Social Problems' and all the dimensions of 'Family Avoidance'. On the other hand, 'High Achievers' and 'Over-all' TAG-C and TAG-TS revealed significant relationships through all the dimensions of 'Family Avoidance'.

IV) Correlations between Personal Problems and Family Relationship: In case of TAG-S, correlations of 'Personal Problems' were very scattered viz. positive correlations with mother and parents 'Acceptance' in 'Low Achievers', and negative correlations only with 'Father Acceptance' in 'High Achievers'. As regards TAG-C, 'High Achievers' and 'Over-all' Girls reflected highly significant correlations with all the dimensions of 'Family Acceptance'. In the same sequence, TAG-TS also expressed significant correlations with all the dimensions of 'Family Acceptance' in 'High Achievers' and 'Over-all' Girls.

In TAG-S 'Personal Problems' were found to be significantly correlated with 'Family Concentration' in 'Low' and 'Medium Achievers'; and 'Over-all' Girls. Further study revealed significant correlations between 'Personal Problems' and all the dimensions of 'Family Concentration' in all the 'Achievement Groups' of TAG-C with a few exceptions. Similarly, significant correlations were seen in TAG-TS with all the dimensions of 'Family Concentration' throughout the 'Achievement Groups'.

'Mother Avoidance' in 'Low Achievers'; father and parents 'Avoidance' in 'Medium Achievers'; and the dimensions in 'Over-all' TAG-S were correlated with 'personal problems'. The picture presented by TAG-C was a little pronounced as the significant correlations extended to 'Parents Avoidance' in 'Low Achievers'; father and parents 'Avoidance' in 'Medium Achievers',
besides ‘High Achievers’ and ‘Over-all’ Girls, that revealed significant correlation with all the dimensions of ‘Family Avoidance’. A thorough significance was detected in the relationship between the parameters under study throughout the ‘Achievement Groups’ of TAG-TS, with minor flaw.

6.13.6. Correlations between Youth Problems and Impulsiveness: The computation of coefficients of correlation between ‘Impulsiveness’ and components of ‘Family Problems’ revealed significant negative relationships throughout with a few exceptions in TAG-S. In TAG-C, ‘Low’ and ‘Medium Achievers’ did not obtain any significant correlation; however, ‘High Achievers’ were found to be having significant correlations through all the dimensions. Significant relations were expressed by ‘Family’ and ‘Personal Problems’ in ‘Over-all’ TAG-C. In TAG-TS, except ‘Low Achievers’ all the ‘Achievement Groups’ presented significant correlations through all the dimensions of ‘Youth Problems’.

6.13.7. Correlations between Family Relationship and Impulsiveness: Significant correlations of ‘Impulsiveness’ with mother and parents ‘Acceptance’ in ‘High Achievers’ TAG-S, and with the dimensions of ‘Family Acceptance’ in ‘Over-all’ Girls were seen.

Further perusal of the Table reflected significant correlations in ‘Medium Achievers’ TAG-C with father and parents ‘Acceptance’. The coefficients were significant with all the dimensions of ‘Family Acceptance’ in ‘High’ Achievers’, and ‘Over-all’ TAG-C.

Further more, scores on ‘Impulsiveness’ were found to be correlated through all the ‘Achievement Groups’ except ‘Medium Achievers’ TAG-TS.

While evaluating relationship between ‘Impulsiveness’ and dimensions of ‘Family Concentration’ it was recorded that the two were found to be having significant correlation in ‘High Achievers’, and ‘Over-all’ Girls through all the ‘Sections of Girls’. However, ‘Low’ and ‘Medium’ Achievers’ had significant coefficients at few places.

Except ‘High Achievers’ in TAG-S and TAG-TS, and ‘Medium Achievers’ in TAG-C the dimensions of ‘Family Avoidance’ were found associated throughout with ‘Impulsiveness’.
6.14 Implications

Any research carried out should have its educational or social implications, otherwise it may defeat the very purpose for which it was designed. As outcome of the present research, some important findings have been recorded which can be of paramount importance in shaping the future, academic as well as professional, of our children if given due emphasis while discharging duties of routine and tackling some of their behavioural complications. The implications of the present study have been enlisted below.

1. On comparing the scores between parents, it was observed that mother ‘Acceptance’ and ‘Concentration’ were significantly higher while ‘Avoidance’ was lower as compared to father through all the ‘Sections’ of Girls’. The findings of the present study can be used by planners, teachers and administrators in order to develop strategies for capacity building of the ‘Girl Child’.

2. In addition, higher scores were seen on ‘Concentration’ and ‘avoidance’ in ‘College Girls’ as compared to those of ‘School Girls’. The observation pointed toward high expectations from the elderly group. The disparity by parents needs to be checked by taking appropriate measures.

3. ‘Acceptance’ was found positively and strongly correlated with the ‘academic Achievement’ while ‘Concentration’ and ‘Avoidance’ negatively. As the present social and economic advancement urgently calls for change in parents’ attitude toward their children, psychologist and educationists should attend the issue at the earliest and should come forward to bring desired changes in parental attitude to induce a desirable outcome in terms of ‘Academic Achievement’.

4. ‘Family Acceptance’ was found to be significantly and negatively correlated with ‘Academic Achievement’ in ‘Low’ and ‘Medium Achievers’ TAG-S which is not a desirable finding as it reflects
misinterpretation of 'Parental Acceptance'. A further probe into the matter is, therefore, called for to ascertain the cause.

5. No significant correlation was noticed between 'Academic Achievement' and 'Family Acceptance' in TAG-C through any 'Achievement Group' indicating no major intervention of 'Family Acceptance' in the 'Academic Achievement' of TAG-C or in other words de-sensitizations of 'College Girls' towards 'Family Acceptance'. Hence, both the observations call for further study to confirm the findings as it involves serious implications.

6. 'School-college Problems', 'Social Problems' and 'Personal Problems' were significantly high in TAG-C as compared to those of TAG-S, while the 'Family Problems' were the same in both the 'Sections of Girls'. The study implied that the 'College Girls' were facing higher problems than the 'School Girls' with the increase in their age. On the other hand, significant correlations were seen among all types of 'Problems'. Furthermore, all types of youth problems were found to be negatively correlated with academic achievement, it is essential on the part of teacher to take note of school-college problems, and to identify factors responsible for it so that correction measures may be taken up to improve upon the situation.

7. Comparison between TAG-S and TAG-C revealed a significant increase in the value of 'Impulsiveness' in TAG-C. Though only 'Low Achievers' TAG-S, scored significantly higher on 'Impulsiveness' in comparison to 'Medium Achievers' some kind of measures should be adopted to keep a check on the characteristic. This disparity needs to be cured through appropriate measures.

8. 'Family Problems' and 'Family Acceptance' were found significantly and positively correlated at many places through all the 'Achievement Groups' through all the 'Sections of Girls'. which is not a desirable outcome. The configuration needs to be explored through further investigation.
9. 'Family Concentration' and 'Avoidance' revealed significant relationship with different types of 'Youth Problems' through all the 'Achievement Groups'. Necessary guidance may help both of them to have proper understanding so that desirable outcomes may be expected.

10. Present research may give an impetus to research in education and encourage the young researcher to think in the proper direction to identify, understand and solve the problems of teen-agers.

11. The study may provide sufficient cues for improving the familial, social and educational climate in the respective institutions.

6.15 Conclusions of the Study

1. Mean Scores on Academic Achievement of different 'Achievement Groups' i.e 'Low', 'Medium' and 'High Achievers' of 'Teen-aged Girls' were significantly different in 'School' and 'College Girls'.

2. 'Acceptance' and 'Concentration' were significantly higher in mothers than fathers, while the 'Avoidance' was higher in fathers as compared to those of mothers.

3. There was no significant difference between 'School' and 'College Girls' on 'Acceptance'.

4. Scores on 'Concentration' and 'Avoidance' were higher in 'College Girls' as compared to those of 'School Girls'.

5. 'Family Acceptance' and 'Concentration' were found to be correlated through all the 'Achievement Groups' and 'Sections'.

6. 'Family Acceptance' and 'Avoidance' were found to be correlated through all the 'Achievement Groups' in 'College Girls', and only in 'Low Achiever' 'School Girls'.

7. 'Family Concentration' and 'Avoidance' were found to be correlated through all the 'Achievement Groups' and 'Sections' except that of 'High Achievers' 'School Girls'.
8. 'High Achiever School Girls' scored significantly higher on 'Acceptance' in comparison to those of 'Low Achievers', however, no difference was seen between the two 'Achievement Groups' in case of 'College Girls'.

9. Father and parent 'Concentration' was significantly higher in 'Low Achievers' than those of 'High Achievers', however, there was no difference on 'Family Concentration' in any 'Achievement Group' in case of 'College Girls'.

10. Except 'Father Avoidance' in 'College Girls', the scores on all the dimensions of 'Family Avoidance' were significantly higher in 'Low Achievers' than those of 'Medium' and 'High Achievers' through all the 'Sections' of girls.

11. 'School-college Problems', 'Social Problems' and 'Personal Problems' were found to be significantly higher in 'College Girls' as compared to those of 'School Girls', however, no difference was seen in case of 'Family Problems'.

12. All the 'Youth Problems' were significantly higher in 'Low Achievers' in comparison to 'Medium' and 'High Achievers' through all the 'Sections' of girls, and were found to be negatively correlated with 'Academic Achievement' through all the 'Sections'.

13. Impulsiveness was significantly higher in 'College Girls' as compared to 'School Girls'. However, it was not found to be related with 'Academic Achievement'.

14. All the dimensions of 'Youth Problems' and 'Family Relationship' were found to be significantly correlated at many places through various 'Achievement Groups' and 'Sections', and the correlations were more prominent in 'Medium' and 'High Achievers'.

15. Like those of the dimensions of 'Youth Problems', 'Impulsiveness' and components of 'Family Relationship' were found to be significantly correlated at many places through various 'Achievement Groups' and 'Sections', and, the correlations were more prominent in 'College Girls'. 'Medium' and 'High Achievers' were highlighted among the 'Achievement Groups'.
16. Correlations between 'Impulsiveness' and 'Youth Problems' were more emphatic in 'Medium Achievers School Girls' and 'High Achiever College Girls'.

6.16 Suggestions

1. Further research may be taken up on a larger sample of 'Teen-aged Girls' to make generalizations.

2. Other aspect affecting 'Academic Achievement' may also be explored.

3. Further studies may be conducted by controlling variables like I.Q. more concisely.

4. The present study can not be comprehensive unless subjected to many variations.

5. The findings of the study need to be cross-validated.