SUMMARY

Parenting style has a major influence on the development of the child and there has been a growing awareness of the importance about parenting style and its impact on the upbringing of child among researchers. Not only do both parents interact with their child, they also interact with each other, possibly take account of each other, and appear at times to be influenced by each other (Maccoby & Martin, 1983). Mother-father similarity in parenting has been shown to be greater when the couple is more similar in personality characteristics. Therefore, there will be consistent parenting and few disagreements between the parents (Russell & Russell, 1994).

It is implied or claimed in the literature that what the mother or father thinks, values, or does as an individual parent is, through various possible processes, coordinated with or influenced by what the other parent thinks, values, or does. In this sense, mothers and fathers are said to form a co-parenting alliance and thereby constitute an interrelated subsystem with the family. Therefore, mothers and fathers within families are assumed to influence each other mutually and to be interdependent; that is, within families, mothers' and fathers' parenting behavior, attitudes, and values should be related (Russell & Russell, 1994).

Personality make up of a person also affects not only the attention but the entire information processing. The word personality in English is derived from the Latin word "Persona". In general personality refers to the overall impression that an individual makes on another. It is the total picture of all qualities and abilities of person. It is the totality of behavior (Das, 1985). Personality is the product of interaction between individual potentialities and environmental forces. It is resultant of interaction between hereditary trait and environmental stimuli. Personality is the individuality that emerges from interaction between a psychological organism and the world in which he has developed and lives (Freeman, 1962). A man’s personality is the total picture of his organized behavior, especially as it can be characterized by his fellow man in a consistent way (Deshiell, 1937).

Allport (1937) wrote, “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.”

Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic
achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Research also shows that development of children's emotional development is helpful in increasing academic achievement.

In California, the achievement of schools is measured by the Academic Performance Index.

The literature review will address personality and childhood parenting issues that serve as the conceptual framework for this study. It investigates the following major areas: Children's personality; children's personality and academic achievement Parenting styles and children's personality; and parenting styles and academic achievement.

From review of literature, there is a strong relationship between children's temperament and behavioral adjustment and academic achievement. Temperament is shown to affect and to be affected by parenting styles. In sum, it also reveals that parenting styles strongly influence children's academic achievement.

The problem of the study is entitled as, "Academic achievement in relation to parenting style and personality: A study amongst school students."

In view of such a problem, the present study is centered on the following objectives:

1. To examine the relationship of Academic achievement with parenting style and personality amongst male and female adolescents school students.
2. To identify the role of parenting style and personality in determining academic achievement amongst male and female adolescents school students.

HYPOTHESES:

Keeping the pertinent literature in view the investigator proposed following hypotheses:

1. There would be significant relationship of Academic achievement with to parenting style and personality amongst male and female adolescents school students.
2. Parenting style and personality would have a significant role in determining academic achievement amongst male and female adolescents school students.

The present investigation was designed to study the academic achievement in relation to parenting style and personality among adolescents. In this study academic achievement was a dependent variable and parenting style and personality were independent variable. Measures of academic achievement, parenting style and personality were administered to 100 adolescents school students. The data were analyzed by calculating coefficient of correlation.

For the purpose of the present study, a sample of 100 students, 50 male and 50 female school students was selected using random sampling technique. The age range of the students was 16+years. All students were 11th class. They belong to both urban and rural background.

The following tools were used for collecting the data to measure the variable of the study.

1. Parenting Style:

This inventory has been constructed and standardized by Bharadwaj, Sharma and Garg (1998), it is suitable for Hindi and English knowing 16+ adolescents for the measurement of their parenting style in respect of eight areas. It was used to measure parenting style.

2. Sixteen Personality Factor (16PF):

The sixteen personality factor test has been constructed and standardized Hindi version by Cattell (1949) was used. This test give the most complete coverage of personality possible and designed for use with individual aged sixteen and above. It measures sixteen factors of personality such as factor A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4. It is reliable and valid test.

3. PERSONAL DATA SHEET:

For present investigation was conducted to study the influence of parenting style on children's personality and academic achievement amongst adolescents. Parenting style (Hindi version), 16 Personality Factor and Personal Data Sheet were used and administration to all the 100 identified subjects (male n=50 and female n=500) of 16+ years age groups.
The obtained data were subjected to statistical analysis using SPSS software. Pearson coefficient of correlation was calculated for examining the relationship of academic achievement with parenting style and personality and to identify the role of parenting style and personality in relation determining academic achievement stepwise multiple regressions used. T-test was calculated for the purpose of gender differences.

The main aim of the present investigation was to study the relationship of academic achievement with parenting style and personality. The findings of the studies are subjected into two sections. First, there is significant relationship of academic achievement with parenting style and personality. Thus, hypothesis – 1 is verified for significant relationship of academic achievement with parenting style and personality amongst male and female school students. Second hypothesis for the present investigation was proved on parenting style and personality play a significant role in determining academic achievement amongst school students.

There are some suggestions for the present investigation. Firstly, further study is needed to actually measure and investigate gender differences. These studies could also further explore the possible link between the academic achievement with personality and parenting style.

Secondly, counseling program can be designed to help young people cope in poor academic achievement due to parenting style and personality.

Thirdly, as the present study was conducting taking student from Rohtak district of Haryana. For under generalization of the findings of the studies need to be done in taking samples from under geographical area and that too considering the socio economic profile of the parents.

Fourthly, the sample consisted of only school students. So, this study can be generalized only on school students not on all of the students. In further studies the sample of student of all levels and of all streams can be used and their differences can be studied.