CHAPTER -II
REVIEW OF
RELATED RESEARCH
AND
LITERATURE
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In this chapter a review of the related literature and research has been presented. The researcher has organised the available literature and studies with reference to the following points in order to make this review meaningful for the present investigation:

A. Origin and history of research on family climate
B. Research on measurement of family climate and its various dimensions
C. Researches in India
D. Researches in Abroad

A) ORIGIN AND HISTORY OF RESEARCH ON FAMILY CLIMATE

*Early Researches and Models of Parental Behaviour*

During 1870 to 1930 research in the field of parental behaviour and other aspects of family climate was in its infancy. It was Galton who for the first time gave emphasis to family structure as key environmental context affecting the course of human development. In 1925 while assessing environmental influences in the development of 1000 gifted children Terman employed a variety of systematic measures of family background including a scale of father’s occupational status, mother’s report of family income, ethnic background of parents, length of schooling of parents, teacher’s evaluation of child’s home environment, the relationship between the parents, extent of parental supervision etc. This explains the model of parental role during this period.

*Researches Between 1930-1950*

Around or after 1930 a kind of scientific revolution began with the
emergency of research on parent child relationships and their effect on the child's behaviour. The initiator and protagonist of this was David Levy. He studied the effect of patterns of parent child relationship along the continuum from 'rejection' to 'overprotection'. The results were published in a series of papers between 1931-33. Although Levy's statistics were primitive, they revealed consistent relationship between patterns of parental care and the corresponding behaviour and personality characteristics of children. After this Symonds with more rigorous design of research conducted a study based on Levy's work and published its results in 1939 in volume entitled, "The Psychology of Parent Child Relationship". More sophisticated studies of child-rearing-practices were conducted in succeeding decades by Baldwin, Kalhorn and Breese, Sears, Maccoby and levin, Baumrind and Black. Variations in parent-child relationship associated with internal family structure were first reported in relation to the sex of child by Cavan and Wang.

The second major wave of investigation following upon parent-child relationship paradigm was the study of child's socialisation. It was a sort of grafting of the new paradigm onto the old one. In this the emphasis was put on comparing the parents living at different places. A series of surveys conducted in 1932 by Anderson in which data were reported on social class differences in parent practices including onset and duration of breast feeding, toilet training, permissiveness, mode of punishment and training for independence. Such studies continued to dominate the scene over a quarter of century to come. Bronfenbrenner analyzed and accumulated results and identified a secular trend over a 25 year period toward a greater permissiveness, especially on the part of middle class parents. There have
been no follow up studies of these trends from 1950 to the present day.

Research after 1950 and Models of Parental Behaviour

Research aiming at finding the impact of family climate on child development after 1950 assumed a more complex form. New domains were added and complex structures were formulated. Various models have emerged during this period. These are as under:

(i) Person Process Context Model

This model is so designed that it takes into account the characteristics of each of these elements and interaction among them. Parent-child interaction and parent-child relationships have been studied under this model. Child-rearing attitudes and belief systems are treated as important mediator of child rearing behavior. This model recognises that not only does the parental behaviour and attitudes influence the development of child but the child also influences parental behaviour and attitudes. Such designs have come to be applied on very recently.

(ii) Micro-System Model

This model provides a child a particular setting in face-to-face interaction with his parents. Their pattern of activities, roles, interpersonal relations, time and material characteristics have been studied by many psychologists to see the effect of such setting on child behaviour. This provides the child an immediate environment. Bronfenbrenner and Brim define this system as a pattern of activities, roles and interpersonal relations experienced over time by the developing person in a given setting with particular physical and material characteristics.

(iii) Meso-System Model
This model of research was also evolved during 1960. It emphasized that child's behaviour is a function of parental environment as well as that of some other factor also. More than one setting has been provided in some researches to see their impact upon child's personality. Multisetting influences on child development, first, received recognition in Hartshorne and May's experiment on deceit in which the authors reported on relative impact parents' versus peers' values on child's attitudes about right and wrong. Sowaid and his associates have also conducted study in this direction in 1987.

(iv) Exo-System Model

This model includes the studies in which external factors of parental behaviour have been studied. Studies of this kind were conducted by Hoffman. In these studies, the influence of mother's employment on child behaviour was studied by him. Studies on the effect of father's employment on child's personality continued to be in vogue in the 1950s and the 1960s till 1980s. Miller and Swanson, Candill and Weinsten, Kohn and Schooler, Slomezynski, Miller and Kohn all found in their studies that the parents' employment, nature of employment and sex of parents employed have significant influence on the development of the child's attitudes, values and academic achievement.

Thus, various research models right from the year 1870 till the present day have been affecting research efforts in this field. Three major sets of forces contributed to the evolution of these research models. The first included the theoretical paradigm developed by the scientists themselves. The second set of forces emanted from social change taking place in the
society. The third set of forces emerged from the individual efforts of the researchers on gradually elaborating latent structures underlying the research design employed by earlier investigators in the field.

B) RESEARCH ON MEASUREMENT OF FAMILY CLIMATE AND ITS VARIOUS DIMENSIONS

A number of researchers have developed tools to measure family climate as a whole, as well as its different components: These have been reviewed in this section. Some of these researchs have made attempts to measure parental attitudes towards their children, some studies have concentrated upon measuring various aspects of parent child relationship and other studies have tried to develop tools to measure different dimensions of parental behaviour.

Schaefer and Bell designed a research instrument measuring parental attitudes titled as Parent Attitude Research Instrument (PARI) in 1958. This instrument assesses various aspects of parents attitudes with the help to twenty three scales. A factor analysis of this test by Zuckerman, Ribback, Manashkinm and Norton, using a sample of mothers of normal and disturbed children, yielded three factor scores, of which two seemed particularly meaningful. These two major factors were 'Authoritarian – Control' and Hostility-Rejection'. Out of twenty three scales, sixteen scales measure H.R. factor. This instrument is constituted of 115 items. Each item is measured on four point scale, ranging from strong agreement (four points) to strong disagreement (one point). Separate forms for mother and father have been constructed. This instrument was found sufficiently reliable and valid and has been used in several researches on child development.
Duncan developed a Stanford Parents Questionnaire in 1971 for measuring attitudes and interactions of parents. The tool was revised and refined several times and is considered a good tool of research in the field of child development.

Different dimensions of parent child relationship have been measured by different tools constructed by many researchers. Out of these tools Roe-Siegelman Parent Child Relationship Questionnaire has been established as an important measure of parent child relationship. This questionnaire has been designed to obtain a measure of the characteristic behaviour of parents toward their children, as experienced by the child. Ten sub-sets constitute the body of this instrument. Out of which six sub-sets contain fifteen items each (loving, demanding, protecting, projecting, neglecting, and Casual), whereas, remaining four sub-sets (symbolic love-reward, direct object reward, symbolic love punishment and direct object punishment) have ten items each. A factor analysis yielded three major forces, namely, Loving-Rejecting, Casual-Demanding and overt Attention. Reliabilities and validities of all sub-sets have been found very high. Two forms, separate for each parent, are usually completed in about twenty minutes if administered collectively. This instrument is available for adults as well as for children and has been used by many investigators in their studies because of its vast applicability and comprehensiveness. In 1971, another scale for measuring parent child relationship has been developed by Herrman, Stap and Krohne at Marburg University, titled as The Marburg Scals of Parent Child Relations. Separate forms with small variations were developed for each parent. This test measures two major dimensions of parent child relationships, i.e. parental support and parental severity. Thus
the complete scale contains four scales, namely, severity of mothers, severity of fathers, support of mothers and support of fathers. Each scale is made up of fifteen items. Five point scale is used for gathering data. The reliabilities and validities of the instrument have been found very high. This scale was cross-validated by Luckesch and Tischles in a study conducted by them. In this study they attempted to replicate results obtained by K.H. Stapf et al. (1972) in studying Marburg scales. In another study, Hower developed a parent child relationship questionnaire, in order to measure parent child relationship for six factors. This questionnaire includes forty items. An other parent child relations questionnaire was developed by Fred in two forms for each parent, having five sub-scales namely loving, casual, rejecting, neglecting and demanding. Morton has also developed and used Whitesel Situations Questionnaire for Parent Child Relationship in order to gather father rejection and mother acceptance scores. Swanson child-Parent Relationship Scale was also brought into light by Serot and Teevan when they conducted a study to relate parent child relationship and child adjustment. This instrument was developed by Swanson in 1950.

Saxena and Saxena developed an Indian version of the tool 'Children's Report of Parental behaviour Inventory' by Schulderman and Schulderman.

Joshi R. (1991) constructed a Rearing up Practices (RUP) measurement scale. Santra S.C. (1994) while studying the relationships between parental aspiration and school achievement of tribal school children, used a Parental Aspiration Inventory (PAI) for collecting the relevent information regarding this particular aspect of family climate.
In a study sponsored by NCERT Vinita Kaul, Chitra and Mukesh (1991) constructed and used the 'Parental Child Interaction Schedule', Parental Behaviour Scale and two other scales for measuring parental attitude towards school and play.

Family relationship Inventory (FRI) of Sherry and Singla is an effective and widely used tool, which measures different components of family climate.

C) RESEARCHES IN INDIA

Bhatnagar, Indu (1984) in her study conducted on sec. schools students, observed that size of the family exerts a significant impact on personality characteristics, as well as on physical and educational values of the students.

Gaikward, J.M. (1988) designed his study with a view to study mother's marital adjustment and child rearing practices and its effect on child's personality. Marital adjustment and child rearing practices seemed to be of slight influence in developing outgoing and emotionally stable characteristics in children. Better adjusted mothers were found helpful in developing obedience and conciousness in their children. Harmonious marital adjustment was such as remotely associated with the development of placid and relaxed qualities of personalities. The well adjusted mothers were found using healthy child rearing practices, educational instability was more among children coming from families where marital adjustment was poor. However, the difference was not significant.

Sharma, Meena (1988) made a comparative study of development of self concept among children of working and non-working mothers. Results
revealed that children of working mothers have a greater feeling of rejection and they differ significantly from the children of non-working mothers. Results also indicate that children of working mothers do not differ significantly from children of non-working mothers in regard to their feeling of insecurity, however, non-working mothers' children have more feeling of insecurity. The children of working mothers were found having more problems in social, health, emotional adjustment in comparison to children of non-working mothers.

In a study Srilatha, G. (1988) attempted to study the mother-child interaction during pre-school age among different socio-economic status groups. Results indicated that there was an association between socio-economic status and the reactions of mothers towards children's behaviour. An association was also noticed between the sex of the child and the reactions of the mother.

Sumangla, V. (1988) observed in her study that family size was negatively related with creativity among sec. school pupils. Pupils ordinal position in the family was found to have no relation with creativity.

In a study Zaheer, Saida (1988) tried to find out the relationship of perceived maternal behaviour with personality and achievement of students. She observed that adolescents developed emotional instability and neurotic tendency if they perceive their maternal behaviour as detached and persisting. Students become introvert and imaginative if mother was possessive and persistent or even detached while the rejecting and non-enforcement helped the adolescents in obtaining high academic achievements. Further, the findings revealed that rejection, enforcement, control and possessiveness hindered the academic achievement.
Shah, Beena (1989) conducted her study aiming at assessing a more reliable and true relationship between the variables of family climate and home adjustment by eliminating the effect of other relevant variables eg. socio-economic status, intelligence, age, sex, and locality. The results indicated that the home adjustment of students having satisfactory family climate was far superior to that of those having highly dissatisfactory family climate, even when SES and intelligence were controlled. In the case of girls, family climate was not found to play an important role in determining the level of home adjustment. Urban students from satisfactory family climate had scored significantly higher on home adjustment than their counterparts from dissatisfactory family climate in case of rural adolescents. Entire group of adolescents was found having significant positive relationship between family climate and home adjustment.

Jain, Neera (1989) attempted to study the effect of family structure and parental behaviour on self esteem and its two components power and worth in female and male adolescents. Subjects of joint family were found to be higher on 'power' component of self esteem in comparison to subjects of nuclear family. Higher parental support was found more crucial for the strength of self-esteem 'power' than high parental control. Subjects of joint families belonging to the Low support- Low control category were higher on SE power in comparison to those of nuclear family belonging to the same category. High parental control was found to be contributing more to the development of SE worth in comparison to high support. Subjects of joint family were found higher in self-estern than those of nuclear family. High parental support when compared with high control showed stronger effect. Finally, the interaction of family structure with parental behaviour and that of sex with parental behaviour were found significant.
Kunwar, L.N. (1989) attempted to study the relationship between socialization practices at home and development of personal achievement motivation among secondary school pupils. Findings of the study suggest that achievement motivation is positive related to earlier socialization at home level.

In a study made by Padhi, J. (1989) various dimensions of the home environment were found to be significantly interrelated, which indicated that the home environment was not a single dimension but a composite form of various dimensions. Socio-economic status, socio-cultural stimulation and socio-psychological atmosphere of the home were found to have an impinging impact on the children's mental development. A positive relationship was observed between mothers and adolescents Parents usually were not found to participate in their children's games and they hardly encouraged their children's play and games. In disadvantaged homes, children were found experiencing more parental rejective control and withdrawal, adjustment between the parents and children were found to the relatively less, and parents did not admit their fault and mistakes. In conditions, when families were found to be ineffective or unable to solve adolescents problems or to take positive decisions, they were forced to be self-reliant and competent.

Raj, T. (1989) made an attempt to compare a few personality characteristics of ecreative minds in arts and science and their parental relationship during childhood. Findings indicate that parental love experienced by this scientic-creative persons was positively less than in case of the manifestly less creative group. As far as father's aggression
was concerned, the female scientist group was more aggressed by their parents than any other group. In case of mother's love with male and female groups experienced less mother's love than non-creative male and female groups. But the scores of mother's aggression were at par in case of both the groups. On parental love the creative visual artist group was positively less than the manifestly less creative group. In case of parental aggression the mean difference between the two groups was very little.

Devi, Batani (1990) conducted her study on pre-school children of Anganwadi centres in Chandigarh. It attempted to study the home background of aggressive children in these centres. It was observed that children belonging to low-income families had more social difficulties as compared to their counterparts, children whose parents married early had less behaviour problems than whose parents married late. Results further indicated that children born to younger mothers had more of difficult habits, sense of adequacy inadequacy and non-compliant behaviour than those born to older mother. First born children had more social difficulties than the last borns. Children with paternal preferences were found to have greater behaviour problems than those with maternal preferences.

In a study on pre-school children in rural area of Kamrup district Deepali Devee (1990) noted that the parental stage exerted the most remarkable influence on the growth and development of the child, but unfortunately, not enough attention was being paid to the expectant mother by the family members. Poverty of the home, conservative attitude and superstitions of the family members were found to have a telling effect on the growth and development of children. Alcoholism and constant fighting
between husband and wife, inhuman treatment of the wife/daughter-in-law, vulgar language used in family, strained relations among family members, were some of the other factors that were found to effect the development of young children.

Tangri Poonam (1990) attempted to investigate the social and psychological factors in families with handicapped children. Results indicated that parents of normal children had better marital adjustment than those of handicapped children. Mothers of mentally handicapped children reported more disruption in family routine, family interaction and more overall burden than those of physically handicapped children.

Hariharan, M. (1991) while studying the problem of invulnerable children observed that despite the socio-economic deprivations, the invulnerable children were found to have a healthy reciprocal family psychological climate.

Kapil, Renu (1991) conducted a psychological study of the nature and sources of emotional tensions of educated girls of Hindu society in Agra region. Educated girls belonging to traditional family background were found to differ significantly with regard to their emotional tensions. Findings further revealed that parental levels of education had a significant relationship with different kinds of emotional tensions in educated girls of Hindu society.

Lakshmi, Manohari M. (1991) conducted her study to find out the nature of punishment patterns adopted by parents in family and children's reaction to the same. Findings indicated that mothers and low income parents used more negative methods. Thus, results suggested that
children's reactions and parental approach to punishment were significantly related. When parental approach was positive, children's reaction was also positive.

Sia, N. (1991) conducted his study to identify and compare parents' expectancies, attitude/approach to children, child rearing orientation, i.e., autonomy Vs dependance and socialisation practicies and also attempted to relate them to children's mastery helplessness orientation. Results indicated that mother's and father's expectancy with respect to children's activities did not function in the same way. Compared to mother's expectancy father's expectancy rose faster when children's helplessness increased. With an increase of children's helplessness, mothers showed higher negativistic attitude than did father. For negative events helpless children were found to receive more internal and stable attribution explanation from their parents; while for positive events, mastery oriented children received more globality prone attribution explanation from their parents, than did helpless children.

Thakur Meera (1991) attempted to study the relationship between socio-economic status of parents with social competence of their wards. Results revealed that a positive relationship exists between these two variables.

Shukla, Kiran (1992) conducted her study to examine, whether parental behaviour has any effect on the development of the social competence of the children. Family related variables studied in the research work were family income, professional affiliation and material possession. SES of family, parental authority and parental acceptance were identified
as crucial factors contributing positively and significantly to the development of social competence in children.

Lau-Sing and others (1999) examined the relationship between loneliness and depression in Chinese adolescents and children. Results show that loneliness and depression were closely related among the primary and secondary students, in both boys and girls. Although the different factors of loneliness were predictive of depression, peer related loneliness and aloneness were more predictive of depression in both groups than was parent related loneliness.

Madu S.N. and Peltzer K (2000) investigated the risk factor and child abuse among secondary school students in the Northern Province (South Africa) the results of the study show on overall child sexual abuse rate of 54.2%. Factors such as ethnicity, employed mother, a step parent present in family during childhood and frequent violance at home significantly discriminated child sexual abuse from non-abuse.

Shakeela and Hafees (1964) studied the value preferences as related to caste and religion. The results showed no relationship between these variables and value orientation.

Kulshrestha (1969) conducted a study on teachers born before and after independence and found the teachers born before independence were more interested in social matters than the teachers born after independence. The difference was found also on theoretical, social, political and religious values, but no change was observed in the remaining two values, economic and aesthetic.

Kulsherestha (1970) studied the value-patterns of scheduled caste
and non-scheduled caste students and found no significant difference in values except in case of theoretical and religious ones. Non-scheduled caste students were found having high scores on theoretical while scheduled caste students were found to have high scores on religious value.

Khan (1971) studied the relationship between the personal values of teachers and their pupils and found no significant relationship on A.V.L. study of values. The findings of this study were inconclusive regarding the relationship of the sex of pupils to the relationship between personal values of teachers and students. Marital status of college seniors was not related significantly to the relationship between the personal values of teachers and students. Sex, age, and years of teaching experience of teachers were also not related significantly to the relationship between the personal values of teachers and students.

Tandon, B.K. (1972) conducted his study on students of higher sec. schools of U.P. State. He found out that the size of the families of the subjects had no relationship with their attitudes towards religious values and attitudes.

Prahraj and Sinha (1973) studied the value-preference' differences as a function of sex and educational level. Boys and girls significantly differed on security, friendly working people, social position, variety and cleanliness. Boys were higher on the job values of security, friendly working people and variety, while girls were higher on social position and cleanliness. Students of 11th grade were higher on the occupational values of social service and cleanliness while the students below the 11th grade were higher on that of good pay and high standards of workmanship.
Sharma and Tiwari (1973) studied value as a function of regression and sex, they found that high regression did not affect a particular value positively.

In a research study Ahmed (1974) aimed at finding the relation between values and modernity among college girls. He observed that parents' occupation, educational status and urbanisation of family influence the process of modernisation of college students. However, traditional values were also found prevailing among students in modern times.

Gaur, R.S. (1974) in his research study attempted to explore the relationship between values and preferences of High School students to their learning abilities. He further attempted to study comparatively the life style, learning ability, self-concept and SES of rural and urban students. Results indicated that rural boys and girls did not differ significantly with regard to their religious, political theoretical, economic and social values. Urban boys and girls did not differ in their social and theoretical values while their economic and religious values were found to have a negative correlation.

Rastogi, Alka Rani (1988) in a comparative study of family relationship in educated and less educated and its effect on the values of their wards, observed that educated parents were found to pay more attention on the sentiments and emotions of their wards in comparison to the less educated parents. Results of the study also indicate that in less educated families the parents pay less attention towards the values, and inherent qualities of their children. She further noticed that the girls in less educated families get a biased and partial parental care and treatment.
Gupta, Anuradha (1989) in her study attempted to investigate the effect of family attachment on personal values, creativity and educational achievement of the girls of small and big families. She found out that the girls of small and big families differed significantly regarding their values but family attachment had no effect on values. In the case of girls of small families significant effect of family attachment was found on creativity but these result were not valid for the girls of big families. The size of the family did not affect the creativity. No significant effect of family attachment on educational achievement was found both for the girls of small and big families. Negative relationship was found in personal values and creativity, personal values and academic achievement and creativity and educational achievement among the girls of the small families. Negative relationship was found in personal values and educational achievement and creativity and educational achievement among the girls of big families.

Gupta, Arun K. and Gangal, Renu (1989) attempted to study the structure of values emphasised by the teachers most and least, in different types of schools, at the primary, middle and high school level as perceived by the students. Findings revealed that by and large, the structure of moral values being emphasised at different grade levels and in different schools at present have been found to be similar. Accordingly, the values being emphasised at present comprised truthfulness, good manners, discipline, respect for other, love, honesty, kindness, friendship and personal relationship, sense of duty and cooperation. Pupils identified several values not being emphasised by their teachers. These were dignity of labour, social awareness, mercy, dynamism, determination, presence of mind, resourcefulness, courage, wisdom and reasoning, patriotism, endurance, enterprise and compassion.
Gupta, Ranjana (1989) made an attempt to study the values and moral judgement of adolescents. The sample of the study covered 320 male and female adolescent students taken both from eastern and western U.P. She observed that sex and regional difference influenced the different personal values of adolescents in an important way.

Kaushik, Seema (1991) in her study examined the influence of home environment on the values, self-concept and academic achievement of students. She observed that educational status of parents, family size and duration of the time provided by the parents to their wards have a significant positive impact on values pertained by them. These factors were also found to contribute significantly to the academic achievement and self concept of children under study.

Kalmani, M.C. (1991) tried to find out the adolescents problems in the personal, family, socio-emotional and educational areas as well as to see their value system. Findings of the study indicated that although adolescent boys and girls had more problems in personal family, socio-emotional and educational areas, yet they were found high in social values. Findings further showed that all adolescent students in higher secondary schools were low in political and religious values.

Bankui Kuotsu (1992) in a study attempted to find out the relationship between self concept and values of college students. No significant differences were observed in the mean value scores of arts, science and commerce college students in respect of social value, economic value, knowledge value, hedonistic value, family prestige and health value scores. Both arts and commerce students showed significantly higher mean power
value scores than science students. Both science and commerce students showed significantly higher mean democratic values scores than their counterparts. Their was a significant difference between tribal and non-tribal students in respect of their mean scores of religious value, social value, aesthetic value and democratic value. Boys and girls were found to differ significantly in respect of their social value, power value, aesthetic value, knowledge value, power value and family prestige value. A positive significant correlation was observed between self concept and social as well as family prestige values; but there was no relationship between self concept and each of the values- religious, aesthetic, economic, knowledge, health and hedonistic value.

In a similar study T. Padmanabhan (1992) observed that the value-pattern of students of IX standard was quite satisfactory. Though a rather wide disparity was noted in different value scores. The rank order of the mean scores for the different values showed the highest score in social value and lowest score in political value. In this regard the findings of the study are confirmatory to the findings of previous study made by Kalamani (1991). Boys and girls were also found to differ in respect of their theoretical, economic, political, social and aesthetic value scores. A relationship was also observed between the pupil's most prefered value, and their caste and religion, as well as, between most preferred value and their self-concept.

Jain, S. (1965) in a study attempted to find out the relationship between home environment and academic achievement. He observed that home environment influences the achievement and both the variables have
a positive correlation. It was also observed in the study that socio-economic status of the family has no significant relationship with students' academic achievement. Findings suggest that it is the emotional aspect of family which influences academic achievement of boys positively and that of girls negatively. Adjustment in family was observed to be positively correlated with achievement.

Ray, D.J. (1983) in a study arrived at conclusions similar to that of study conducted by Begiani. He observed that an intervention by parents bears a positive correlation with academic achievement of their wards.

Begiani S.O. (1984) in a similar study compared the children of single and double parents families on the basis of their self-confidence and academic achievement, contrary to the previous research he observed no significant difference among the two groups in respect of academic achievement of students, however, socio-economic status of the family was observed positively related to the academic achievement of children.

Singh's study (1984) revealed a positive relationship between home environment and academic achievement. The study also revealed that male and female students got differential treatment in their family.

Pandey K. (1985) in a study attempted to find out the relationship between home environment and achievement among deprived and non-deprived pre-adolescent. The findings of the study suggest that punishment in family affects negatively the achievement of deprived and non deprived girls. Results further reveal that other factors related to family climate such as control, security and reward do not affect students' achievement in Hindi. However, punishment if applied genuinely and judiciously, may contribute positively to the overall school achievement of students.
Agarwal, Kusum (1986) studied the effect of parental encouragement on the educational development of secondary school students. In the study parental encouragement and educational development were found to be positively correlated. The high achieving groups of mother absent boy and girls were found to receive significantly more parental encouragement than the other groups. It was also observed that when sex differences were taken into account, the girls belonging to urban as well as rural areas were significantly higher in parents encouragement as compared to their male counterparts.

Jagnnath K. (1986) in a study attempted to find out the relationship between home-environment and academic achievement. The researcher observed that both of the variables under study were highly correlated with on another. Findings further suggest that home environment of high achievers differ significantly from that of low achievers.

Jagnnath K. (1986) in his research work conducted on the problem, "environment and academic achievement" could come to know that home environment is significantly related with academic achievement. Home environment of high achievers was found different from those of low achievers. Findings suggest that home environment contributes 12 percent to academic achievement.

Kalliath, R.P. (1988) attempted to find out the relationship between the home background and individual modernity. A significant difference was observed in the home background of students of different levels and types of education. The students of postgraduate classes and those of science and arts were found to be higher on home background than the undergradues
and commerce students. PG students and science and Arts students were found to be higher on modernity of parents parent relationship. As regards modernity of parent child relationship post graduate students, science students, urban students and female students were found to be higher than their counterparts on the variable. The postgraduate students, science students with consistency of medium and female students were found to be higher on modernity of sibling relationship scale.

Finding of the study made by J.C. Vyas (1992) are confirmatory to the findings of the earlier study by Jagruti Ray (1989). Vyas found out that the most important cause for pupils drop-out at primary stage in the state of Rajasthan was the financial condition of the family, meaning poverty. Some other important causes identified by him were; busy with domestic work, parental vocation, illiteracy of parents, death of parents, parental illness, and parental unwillingness to send children to school. D.S. Chavera (1992) also noted in a similar study on dropouts of Pune city that low family income, illiteracy of parents, ignorance by parents and child-labouring were the major caused of droping out.

Pandey, H. (1989) attempted to find out the impact of home-related factors on the cognitive development of children. Correlation and regression analyses indicated that children's health status and mental stimulation provided to them at home consistently influenced their cognitive development.

Ray, Jagruti (1989) attempted to find out the factors leading to girls drop out in classes V to X in Cutack district of Orissa. She observed that factors related to home bear a significant relationship with girls, drop out.
Early marriage of girls, illiterate families, negative attitudes among parents towards education, non-availability of girls schools in local, house hold burden on girls any assistance of girls in their parents' occupation were the factors which contributed significantly in enhancing drop out rate among girls. The results of this study were consistent with the findings of the study made by Virendra Singh (1988) who explored the factors responsible for higher dropouts of rural girls of Chandigarh.

Verma V.P. and C.K. Gupta (1989) conducted their study on class VIII students. The main objective of the study was to explore the relationship between family climate and academic achievement of the students. Results indicate the fact that students belonging to high, medium and low family climate do not differ significantly in regard to their academic achievement.

Lohani and Mohit (1990) while studying the relationship of family environment and social status to academic achievement, observed that academic achievement is related to family environment in the same manner as it is related to family's economic status.

Jain, Jayanti, R. (1990) observed in a study that the identification of adolescents girls with their parents and parent substitute by and large led to higher academic goals.

Kelu, P. (1990) in his study attempted to analyse some socio-familial correlates of basic language skills in the mother tongue of secondary school pupils of Kerala. He observed that parental income, occupation and education, socio-economic status, family acceptance of education and socio-familial status were positively correlated with listening comprehension, reading comprehension, handwriting speed, vocabulary and total language skills in Malayalam in the total samples.
Mohit Prerna (1990) made a review of researches in early childhood care and education. Review revealed the shortcoming and lack of researches in vital aspects of early childhood care and education, especially in the field of familial variables.

In a study made by Ray, Jayanthi (1990) reading ability of senior sec. school children was found positively correlated with their home background.

Ray (1990) also tried to study the relationship between home environment and creativity among adolescents. Two groups of adolescents namely, lower scientific creativity group and higher scientific creativity group were compared in respect of their family environment. Result revealed that both the groups differed significantly, so far as perceived impacts of home environment was concerned.

In a similar study, in view of the significant role of parental involvement in the academic achievement of pupils and specially for underachievers an attempt was made by P. Amrithalingham B, (1991) to investigate the involvement of parents of such students studying in Government Higher Secondary School, Kaaraibudi. Findings indicated that on all the demographic and other criterion variables, most of the parents of underachievers did not devote any time to their wards' educational development. They also did not take interest in their physical and intellectual development, as well as, did not pay attention to inculcating good study habits in them. Results further revealed that by and large, the parents neither provide adequate facilities for studies nor did they show any interest in their wards' cocurricular activities.
An interesting study was conducted by Sister Amanda (1991) to examine the impact of infant feeding practices of primary school students on intelligence and academic achievement when they grow up. Significant relationship was found between intelligence and breast feeding for at least four months or more, however, no significant relationship was found between academic achievement and feeling practice.

Indra (1991) in her study investigated that the family size and birth order had its effects on students' academic achievement.

Jain, Shikha (1991) studied the effect of child rearing practices on the cognitive ability and achievement of adolescents. The regression analysis revealed that punishment, discipline by others and aggression in the context of fight were significantly but negatively related with all the three cognitive measures. Parental responsiveness was the factor which was positively and significant related with academic achievement. Restrictiveness was found to be negatively and significantly related with the scores on the object assembly only. Similarly, dependancy was found to be negatively and significantly related with the concept formation test scores.

Joshi, Asha (1992) observed in her study that parental support had a significant influence on the classroom morale of adolescent students of English and Hindi medium schools.

Santra, S.C. (1992) conducted his study on Santhal tribal school children. He observed that the parents of Santhal children studying in the higher classes of primary schools exhibited more aspiration; their family and home environment, health and nutrition, were found superior to those
studying in class I. The factors of parental life and aspiration were not found closely related with the psychological attributes of their children i.e. self concept, achievement orientation, intelligence and school achievement.

Zimiles I.T. and Lee V.F. (1991) attempted to find out the relationship between adolescent's family structure and their educational progress. Students from intact families were found least likely to drop out. While students from single parent and remarried families showed approximately equal frequencies of drop out behaviour. Drop out behaviour was also found to intract with the gender of the student in combination with the gender of the custodial parent.

Bandopadhyay, K.L. (1992) attempted to analyse the home related factors and their influence on education of backward classes' children. He observed that majority of the parents of the backward classes living in different environmental locations had a positive attitude towards the education of their children, but they could hardly act as per their attitudes. Results further indicated that parents' aspirations and motivation for the education of their children were related to the level of their age and education. Educated parents of lower age group were found to have better aspirations and motivations than illiterate and aged parents.

P. Usha (1992) in her study attempted to find out the socio-familial correlates of secondary school science achievement. The best social correlates of achievements in physical science were identified as income level of father, as well as, educational level of mother and father. The best familial correlates of achievement in physical science were home learning facility, family acceptance of the child, size of the family, parent's sex bias in education, family achievement and birth order.
Devi C.B. (1994) tried to investigate the relationship among language ability, ordinal position, habitation and parental income among preschool children of deprived families. Results suggest that ordinal position of children and income of their parents play a significant role in their language development.

Sandquist, Karim (1995) investigated the educational careers and family background of 400 male and 413 female Swedish Thirteen years old students, who scored higher on verbal tests than on Mathematical tests or vice versa. VBL boys with high ability had highly educated parents but the parents of VBL boys of lower ability had exceptionally low levels of education. MTL girls of high ability were distinguished by a high father presence and highly educated mothers.

D) RESEARCHES IN ABROAD

Finding of the studies conducted by Cole (1948); Kidd (1951); Broudly (1952) and Wilkins 1952) indicated that the autocratic treatment of parents, their over-dominance and over protection develop such personal characteristics in their children's personality and behaviour that make their wards socially unacceptable.

Foster, S. (1972) in his study 'Home environment and performance in school' observed a positive relationship between family climate and academic endeavours of students in school. He concluded that the poor conditions of family affect the later educational development of child.

In a survey of sec. school students in New York state in 1976 by Blanche Frank and his coworkers and in such two other surveys in 1978 and 1983 it was observed by researchers that solvent or inhalant abuse among youth is related to various factors and family climate is one of them.
Berne, R.R. (1978) tried to discover the relationship between family environment and decision-making ability among children. He concluded that the environment of family has a tremendous impact upon their member children's decision making ability in later years. He further noticed that the decisions made by children who were less dependent on family, were of better quality in comparison to the decisions of children who were more dependent on family.

Arleley Sainvare (1981) made a comparative study of two groups of children including their parents. First group was consisted of normal children and their parents and the second group was constituted of gifted children and their parents. Children belonging to both of the groups were compared in respect of their educational problems and self-concept. Results indicated that parent-child relationships do influence the educational problems and self-concept of children.

In a similar study Ziter, S.E. (1986) observed that children of the two parents family differ significantly in their academic achievement from those of one parent family. However, no significant difference was observed between these two groups of students regarding their self concept.

Findings of the study made by Taspir G.V. (1986) reveal that parents instructions contribute more to intelligence of boys in comparison to that of girls.

Tucholska, U. and Lubelski, Lubin (1989) studied the effects of family structure on children's personality and behaviour.

Bonilla, M. Martha P. and Others (1994) studied the relationship between locus of control and parental educational level among adolescents.
and young adults. The results were evaluated according to sex, age, public or private school, parental sex, parental educational level and locus of control.

Noble D.N. and Gibson David (1994) in a study attempted to study the influence of a treatment programme to strengthen the connectedness of families of children in care. Results of the treatment programme proved the utility of such intervention.

Luster Tom and McAdoo H.P. (1995) examined factors related to individual differences in self-esteem among American adolescents. Subjects were expected to be high in self esteem if they had positive relationships with their family members and perceived that their families approved of them and what they were doing. Data were found consistent to the hypothesis framed in study.

Radojkovic, D.J. and Others (1995) attempted to find out the relationship between the composition of family and level of narcissism among sec. school students. It was shown that the composition of family was not of crucial importance to the manifestation of pathological narcissism.

Lipscomb, R.C. (1996) attempted to study the relationship between ecological factors and educational attainment among African-American high school seniors. The study also explored the extent of the relationship among the personality system (academic self-concept and self-esteem) educational attainment and family system (family structure and socio-economic status). The results of bivariate correlation analyses were consistent with the hypotheses. A positive link was found between home system and other ecological factors.
Pufal, S.J. (1997) studied the personality determinants of aggressive behaviour in students and the correlation between these traits and aggressive family attitudes. Results revealed a positive correlation between these two variables.

Devoe, D, Kennedy C and others (1998) observed in a study that the active participation of family members in games and their positive attitude towards such activities influence their children positively and motivate them to take participation in sports and games in schools.

Moo, J.T. (1998) attempted to examine the relationship between family characteristics and aggressive and victim behaviour displayed by pupils in a classroom or school. He found a significant relationship between the two variables.

Murray H, Rosalind S, and Philip l. (1998) attempted to examine the effectiveness of two path models of predictions of adjustment in the school. The outcomes of this study help to clarify the links between stressful life events in families and children's and adolescents' adjustment to school. Results indicated that more difficult temperament, higher number of child's reported stressful life events and child sex (male) were predictive of teachers rating children as poorly adjusted to school. Study further revealed that in a less cohesive family environment, adolescents reported stressful life events and their reports of copying indirectly impacted on poor adjustment to school, while family stress and parent's caring of the adolescent's stress coping indirectly influenced adjustment through the child stress variable.

Peltzer, K. and others (1999) tried to explore the factors causing minor psychiatric abnormalities in South African rural secondary school pupils.
They found out that 12.6% of the pupils had a possible clinically significant psychological disorders i.e. neurotic anxiety and depression. Contributing factors identified in the study were interpersonal family relations, study, finance, illness, perceived stress, low self efficacy and low religious orientation.

Turcek, K. (1998) made a survey in elementary and secondary schools to investigate the sources of information regarding sex problems. He found that parents and schools are according to respondents the least important source of information although young people expect more information from these sources.

Mulder and Others (1999) after categorizing the families into three classes, namely (i) Integrated families (ii) families in which parents use to quarrel continually and (iii) families with divorced single parent, attempted to discover the relationship of these kinds of families with the mental health and personality characteristics of their member children. Significant relationships were observed among the variables under study.

Van Biest, Mirk and others (1999) attempted to discover the relationship between adolescents’ social support from parents with that from peers. Three hypotheses were tested. First hypothesis was that the adolescents who get less cooperation from their parents, try to compensate it by seeking cooperation from their peers. Thus, a negative correlation was hypothesized between the two variables. Second hypothesis was that the lack of cooperation from parents cannot be compensated with the help of peers. So there will be no correlation. It was assumed in third hypothesis that in such conditions students will not be able to elicit cooperation from
any source including peers. For such a situation, a positive correlation was hypothesized. After the analysis of data first and third hypotheses were rejected and only second hypothesis was proved to be true.

Warner and Associates (1944) found that teachers who usually come from the middle class, adopt values, which are predominantly representative of the middle class (for reasons of social mobility).

Super (1953) and Roe (1956) held that persons who have similar values, will select similar occupations.

Mc Candells and Bilous (1957, 1961) found a negative relationship between emotional dependence on adults and social acceptance in pre-school children. However Heather (1974) did not find emotional dependarda to interfere with social acceptance more and Updegraff (1964) found that nurturance giving and dependence on elder members of family were not related to social acceptance.

Prince (1957) studied relationship between individual values and administrative effectiveness in the school situation and concluded that (a) older teachers were significantly more traditional in value-orientation than the younger teachers, and (b) older principals were more traditional than young principals.

The effect of professional socialization in the area of values was investigated by Hughes and Nichalas (1959). They noted that the differences in the professional socialization experience would be accompanied by differences in education values of teachers.

Mc. Phee (1959) found emergent values were related to modern
educational view points. Findings also revealed that— Women tended to be more emergent than men, Occupational or income level or education was not significantly related to values and, Age of subjects was directly related to value orientation, older subjects being more traditional.

Abbotts (1960) made a study of school members and superintendents in 40 mid western school districts and showed board members to be significantly more traditional than superintendents, older superintendents were more emergent in their values than the younger, really an interesting reversal.

Gee (1960) surveyed some personality differences among medical student groups on study of values. He found that they were high on theoretical and low on economic scale scores. He also found differences in the various specialties, with the greatest diversity appearing on the esthetic and economic value scales.

In a study Mackinnon (1960) found that creative architects, scientist and mathematicians were higher on the aesthetic but lower on economic scale of values.

Bledsoe (1962) noted that the most significant differences were existing between the scores of men and women on aesthetic value.

Studies by Kinnana John F. and Suziedalis Antanas (1962), Irey (1963), Hellond (1963), Mehta and Khane (1967) and Woodruff (1942) reveal that different individuals have different patterns of values. Charles Morris studied the values of student of the United States, India, Japan, China and Norway in 1945. The result of the study showed that there is a lot of difference in the value patterns of the persons of different countries. S.K.
Pal examined the value patterns of engineering, law, medical and teacher training students in Indian colleges. He found much difference in the hierarchical system of values of these students. Soubhagyavati (1967) studied the values of the pupil teachers. She found enough difference between the values of male pupil teachers and those of female teachers.

Sicuro (1966) found no or very little difference in the attitudes and values of students on the central campus and off-campus centres of the same university.

The study made by White (1968) concluded that the values held, distributed in a manner similar to those of under-graduate business administration students and business employees. Significant differences in variance were noted only in theoretical, aesthetic and religious values. Teachers coordinators had significantly a higher economic and social value than business employees while the latter group had significantly higher political values than teacher co-ordinators. The teacher coordinators had significantly higher economic and religious values than under graduate business administration students and were found significantly higher on theoretical and political values.

Willic (1970) found the similar value orientation of teachers reared on farms, in small towns, in sub-urban and in urban areas.

Nelson (1971) conducted a study on 'value-patterns' of physical education in colleges and universities of the U.S.A. In this study statistically significant differences appeared between group means of men and women teachers and had four to six values. Men placed higher value on theoretical, economic, and political variables while women emphasized the aesthetic value, No significant difference was evident in social and religious variables.
The result of the study made by Gordon (1972) reflects the major value orientation of students and demonstrates a relationship between values held and coping behaviour. The result reveals that the major value orientations of these subjects reflect attitudes of being subjected to the whims of nature, a tendency to prefer individualism in interpersonal orientations, a primary focus on the present as opposed to the past or the future, and a marked stress on constructive activity. In female students little relationship and in male students significant relationship was found between effectiveness and value orientations.

Jacob (1972) conducted a study on value systems of two academically contrasted groups of college men. The comparison of mean scores on each scale indicated that only the theoretical scale distinguished between the two group (a) High English, low Maths group and (h) High Maths, low English group. The religious, economic, aesthetic values were not found significantly different for these two groups.

In a study conducted by Koranne (1973) the highly socially acceptable were found to come from medium size families and from amongst the first three children in the family.

Paston, M.B. (1979) found out in a study that income and education of parents a well as their profession and standard of living are related to the moral development of their wards. High level of all these factors in families were found positively correlated with moral values of children.

Miller and Zenith (1981) in a study sought to find out the relationship among sex, socio-economic status, values and self-concept of American High School students. They observed that subjects' social values and
intentions bear a significant relationship. Education, interests and satisfaction were also found to have significant relation to aesthetic values.

Keane and others (1990) found that mothers' more aggressive behavioural response to non-hostile and ambiguous provocations provide less pro-social resolutions to provocation and focus less on the intent of their children's actions. This is particularly true for those which lead to neglecting outcomes. These influence their children's behaviour in such a way that they develop negative social tendencies which in turn influence their social acceptability negatively in the group.

Kulibe M, Marilynn J. and Others (1991) in their study tried to observe the influence of family values and climate on the development on talent of adolescents. The study examined many dimensions of family life including values, family climate and parental actions and their impact on the ability, achievement and self concept of gifted adolescents. Results show that aspects of the family climate variables are more potent factors for students achievement, while parental enactment of values appears to be the more salient influence on student's self perceptions.

The study conducted by Henggler, Scot W. and Others (1991) reveals that there is an association between family relations and children's social acceptability. Findings of the study support the view that positive family relations facilitate the acceptability of children by their peers.

Dancy N., W. Dancy and M. Lorraine (1994) attempted to examine spirituality as a forces for the black elderly person's transmission of family values within the black community. Findings suggest that values are transmitted in younger members of family through the oral tradition of storytelling and proverbs.
Ciery and Others (1998) tried to explore the influence of traditional values of education on real and ideal self concept among Greek students. Findings revealed that majority of the students accepted traditional values of education at secondary and university levels.

Baratova D. and Turcek, J. (1999) studied the effects of the presence Vs absence of a nuclear family environment on the instrumental and target value preferences of adolescent students of vocational schools. Some differences in value preferences were attributed to the living environment but the differences were not as marked as expected. Sex differences in values correspond with expectations and with psychological and with psychological distinctions between the perceptions of boys Vs girls.

Wallace, John M (1999) conducted his study on the tendency of addiction to alcohol, tobacco and other drug use among black youth. The study also attempted to find out the influence of family relations and sex of the youth in their drug addiction tendency. Results shown that the students who were living far away from their families were found more susceptible to drug addiction in comparison to the students living in homes with other family members.

Andrews (1966) found the significant difference for teachers in eight subject areas on theoretical, economic, aesthetic and political scales.

Stemberg (1966) carried out a research on 270 students including 20 each from nine subject areas. In his study, the difference was observed when music, english and science students were compared and positive and significant correlation was found between the aesthetic scale and tendencies towards maladjustment on M.M.P.I.
Khan (1952) found reliable difference among the civil, metallurgical, electrical, chemical, mechanical and social groups. Mechanical and metallurgical engineers deviated most and chemical engineers the least.

Foster, S. (1972) in his study 'Home environment and performance in school' observed a positive relationship between family climate and academic endeavours of students in school. He concluded that the poor conditions of family affect the later educational development of child.

Jones, Shallcrass and Dennis (1972) found significant differences between students in the single sex schools and students of the same sex in the co-educational school in all broad areas of scholarship, prestige, popularity, peer influences on behaviour and personal goals. Results suggest that family environment and co-education may be inimical to both academic achievement and social adjustment.

Jonsmer, P. Lawrence (1977) sought to find out the relationship between family background and occupational attainment. Findings of the study indicate that family background has a direct bearing upon abilities and performance of children.

Mear grate, Jaime M (1981) made an inquiry to find out how much the family climate and parental behaviour do contribute to learning abilities of their children. Results indicate that parents can improve the academic abilities of their wards with the help of their own experience. Findings further reveal that linguistic environment of family can also be improved by parents educational programme and this programme ultimately influences the children's academic abilities.

Herman, F. Brown (1982) in his study observed that parents may play
husbands of working women devote more time to the primary education of their children in comparison to the husbands of non-working women.

Smith H & Chung P. (1985) observed in a study that the position of a child in a school reflects the educational status and profession of his parents.

Elridge P.C. (1986) in his study attempted to inquire the effect of Home Intervention Programme on the academic achievement and social competence of students in early childhood stage on the basis of his study. He observed that home environment programme extended a positive impact on school achievement of children.

Lan Singh and Cheung S.M. (1988) tested the hypothesis that reading behaviour and amount of reading done by Chinese adolescents was related to the reading behaviour of family members. Hypothesis was supported by the findings of the study.

Lordizevel A.T. (1988) in his study titled as "The ethnic home environment and its impact on structure attitude and achievement", observed that family environment facilitate the process of improvement in child education.

Snow C.E., Barnes W. and Others (1991) attempted to examine the home and family characteristics, school teaching practices and family school relationship that affect the literacy development of low income children, Catherine Snow and her colleagues pinpointed the diverse home factors that can explain differential achievement by youngsters from the same socio-economic background. These included the family's own use of literacy, their attitude towards and communication with the schools.
In a study Vander and Velden (1994) observed that social status and self-definition orientation of parents in terms of cultural capital influence significantly the success of students in primary and secondary schools.

Deislunds R.R. (1998) in his study tried to find out the relationship of social and scholastic achievement to the family influence among boys and girls students. The findings of the study indicate that in the families measures of socialization for boys and girls are not identical.

Drieler, Helon (1998) in her study 'Parental role models, gender and educational choice' observed that family background variables, profession and education of parents, bears significant relationship with education of children. Findings of the study reveal that more educated parents have more liberal outlook and possess more positive attitudes towards the education of their wards.

Grissmer, D., Flanagan, Ann & others (1998) attempted to study the relationship between family climate and achievement of black and white American students in reading and mathematical skills. Results revealed that students having open and democratic family environment achieve better in these abilities.

Machamer, A.M. and Gruber F. (1998) in a study examined the relationship between family connectedness, educational commitment and education related risk taking behaviour among American Indian adolescents. Results showed that low family connectedness was associated with decreased educational commitment and an increased risk of absenteeism, substance use before and during school hours, and the purchase of alcohol or drugs on campus. American Indian youth reported
lower levels of connectedness to family and poorer educational performance than African American and Caucasian peers and engaged in higher rates of risk taking. It was also reported that American Indian adolescents residing outside of the reservation may be vulnerable to increased familial stress and encounter cultural conflicts in mainstream educational settings.

Rivera, J.A. (1999) made an attempt to answer the question why do some Mexican American students successfully complete secondary academic programme and some do not. Family factor was found as important factor contributing to the risk status of students.

In a study made by Shek D, Lee and Chan, I.K. (1989) low academic achievement was found to be related with parenting styles and parents adolescent conflict. Parents by low achievers were perceived by as less respective and less demanding and they had more conflict with their children.

Sung, J. and Padilla A.H. (1998) attempted to explore the impact of parental attitude on students motivation and their involvement in the Asian language in elementary and secondary schools. Younger students were found more motivated towards Asian language study than older students. The findings further revealed that younger students also perceived their parents as more involved in their language study than did older students. Parents of elementary school children were found having more positive attitude and more involvement in the childrens' language study than were parents of high schools students.

Thompson K.M. Braaben A. and others (1998) in a study attempted
to examine whether physical and sexual maltreatment raises the risk of gang involvement among secondary school students. Results indicated that when youth are beaten physically and molested sexually, their odds of gang involvement are four times higher than youth who do not experience maltreatment. Finally, being maltreated was identified as a much more robust correlate of gang involvement than the level of support, communication, educational interest and supervisions youth receive from their parents.

Johnes, A.S., Asbone N.H. and Others (1999) in their study attempted to examine the impact of teenage child bearing on secondary school completion while focussing on the problem of causal ambiguity in the relationships among self-determined behaviour. Results indicate that being childbearing reduces the probability of completing high school by 8% to 10%. Some evidence suggests that programmes that target that high school competition may be more effective than programme reduction of child bearing in improving target young women's education and subsequent economic and labour force outcomes.

Verz, D. Debbers, H. and Dronbers J. (1999) performed secondary analyses of the data obtained from a longitudinal study begun in the Netherlands in 1989, to determine the effect of the gap between mathematical and languages achievement of sec. school students on predictions concerning the choice of science and technical subjects in high school. Approximately 20,000 students from 381 secondary schools were followed for three years to measure the role of social background characteristic namely, sex, SES, ethnic origin and family composition in
performances, and choices regarding scientific and technical subjects. A one way ANOVA, an analysis of covariance (ANCOVA) and step wise regression Analysis were performed. Subjects sex and the gap between mathematical and language skill, were important predictors of the decision to take science and technical courses. The performance gap itself could be predicted based on the educational levels of the parents, sex and family composition.

Satish Pal Singh (2000) in a study attempted to find out the relationship of family discipline with academic achievement and personality of students of secondary level. Results indicate that more democratic measures of discipline are adopted in the families of urban as well as rural areas of Meerut region. However, the students differ in their perceptions of family discipline environment. Personality traits were also found to be related with family discipline environment. Authoritarian family discipline environment was observed having negative influence on academic achievement, while laisses faire environment affected negatively the academic achievement. No significant relationship was observed between democratic environment of family and academic achievement of students.