CHAPTER II

REVIEW OF RELATED LITERATURE

2.0. Introduction
2.1. Theoretical Overview of FV related to Education
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2.0. INTRODUCTION

Research takes the advantage of the knowledge, which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in violation of the work that has already been done on the problems, which are directly or indirectly related to a study proposed by a researcher.

Therefore review of literature related to the area of investigation is a significant and essential part of any research work as this serves multiple purpose like knowing what others have learned from similar research problems, elimination of the duplication of the research, guidance regarding the definition and significance of research problems, formation of appropriate hypothesis and provision of helpful suggestion for significant investigations.

The present investigation is about some FV as contributors to CD among Upper Primary school pupils. The investigator has therefore made a review of literature in the area of CD and the select FV. The reviewed literature is presented under the following major headings.

2.1. Theoretical overview of independent variable (FV) related to Education.

2.2. Theoretical overview of dependent variable (CD).

2.3. Studies on the relation of Family Background and Education

2.4. Studies on the relation of Parenting Style and Education
2.1. THEORETICAL OVERVIEW OF FV RELATED TO EDUCATION

The influence of parents is transmitted to children in different ways. These ranges from the effect of the objective physical environment in which the child lives to the subjective psychological environment created by parents through their child rearing practices. Parents normally accept a basic obligation – that they provide for children's physical needs relating to food, clothing, nutrition and health. They teach basic social skills and that they lay the foundation for and support children's school learning. The theoretical overview of the Familial variable related to education is thus presented in to two headings.

2.1.1. Family Background of the child.

2.1.2. Parenting Style.

2.1.1. Family Background of the child

According to Bell (1963) home is considered as the psychological laboratory within which human nature is formulated. As Kranz (1990) says, "family is the organic starting point of all education". Tò Cottle (1968) "good parent produce good students". The child's attitude towards school, attitude towards education, etc are fashioned to a great extent by his family.

The family background categories the child into different levels of social class. By the term social class, it means a category or grouping of people
according to economic, occupation or social status. Traditionally society was divided into upper, middle and working (lower) classes according to the socio-economic grouping. When people from the same social class meet and converse they soon find they have much in common, even though they may have come from different ethnic or religious backgrounds or from different sections of the country. They will find that they live in much the same kind of neighbourhoods, have similar eating habits, dress in much the same ways, have similar tastes in furniture, literature and recreation and have same amount of education.

Though there are different kinds of positions of status in different societies in the world, there are some positions, which are common to all societies, such as, occupational level, educational level, religion, prestige, locality (urban/ rural/ tribal), values etc.

Parents in the upper middle class used a variety of resources to promote their children's educational achievement. These resources included the activities such as spending time in their children's classroom and talking to teachers, spending money on tutors in problem subjects, using their status and education to argue with and influence teachers to change their children's classroom programmes and working with their children on both school and school like tasks at home. Not only, did these parents have time, money education and status that help them get what they wanted from the system, but also the experience and confidence expect to get what they wanted. Working
class parents tend to blame themselves or their children for school problems and find the school difficult to challenge.

Family school relationships and inequalities in educational opportunities are distinct for working class and middle class families. Although the educational values of the two groups of parents did not differ, the way in which they promoted educational achievement did. In the working class community, parents turned over the responsibility for education to the teacher. In the middle class community, however, parents consider education as a shared enterprise and scrutinized, monitored and supplemented the school experience of their children.

Measurement of Family Background

In a system of social stratification, a combination of various social and economic indices of rank is used in research studies. According to Kuppu Swamy (1959) the social class (Family Background) of an individual is measured on the basis of three variables namely occupation, education and income. In this study, the investigator considered these three indices to measure the Family Background of a student.

2.1.2. Parenting Style

The role of parenting style in children's education has become a central issue in educational policy and research. Earlier research findings support the
existence of a positive relationship between Parenting Style and educational success, especially in the elementary school years.

Different authors have visualized different parenting style, which affect child's development and academic performance.

Appropriate parental support for children in particular learning situations is clearly very important and opportunities to develop the quality and effectiveness of what we try to do for our children occur all the time while learning to swim, to catch, to play music, to conduct oneself appropriately in public etc. (Hughes et al., 1984).

Epstein (1992) defined six different type of parental care.

1. Parents basic obligations for establishing a positive learning environment at home.
2. Parent-school communication about school programmes and student programmes.
3. Parent participation and volunteering at school.
4. Parent and school communication regarding learning activities at home.
5. Parent involvement in school decision-making and governance.
6. Parent collaboration with community organization that increases students learning opportunities.
Keith and Keith (1993) included four aspects in assessing the influence of parenting style on student achievement.

(1) Parental aspirations for the children.
(2) Home structure.
(3) Discipline.
(4) School Activity Participation

Hannon (1995) suggests that parents can influence their children in four ways.

(1) By giving opportunities for learning.
(2) Recognition of child achievement through praise and reinforcement.
(3) Interaction with their child.
(4) Modeling.

Mc Reynold's "PIE Program" Hopkings (1997) which is a special programme in Phoenix, Arizona that makes parents true partners in their children's education offers five ways in which parents can become involved. The "PIE Programme" demands parents to be involved as teachers, learners, supporters and advocates for their children.

Catsambis (1998) in her study on expanding knowledge of parental involvement in secondary education conceptualize "Parental involvement" from a perceptive that considers family, school and community as overlapping spheres of influence.
The complexities of interaction between parents and children have inspired a number of investigators to explore the difference in children's preparation for and guidance through the learning tasks of the schools. The findings of many individual studies which focused on the role of particular process variables points to the importance of a range of factors embracing expectations and aspirations, reinforcement and structure in the home.

The degree of parental guidance and control and the amount of emotional support and encouragement, which parents give to their children are important parenting factors.

Review of literature in this field shows that some important components of parenting style are:

i. The care given by parents for developing good health of the child.

ii. Parental care towards the physique of the child.

iii. Parent's participation in entertainment.

iv. Parental care given to knowledge development.

v. Providing appropriate environment for study.

vi. Help given for doing homework, assignments, etc. by parents.

vii. Parental care given for developing reading habits.

viii. Help given for the proper use of media (computer, TV, radio, etc.).

ix. Parental care for developing good handwriting.

x. Help given to develop the habit of money saving.

xi. Help given by parents to develop the concept about time value.
xii. Make aware about the importance of extra curricular activities.

xiii. Help given for the development of skills.

xiv. Parental care for encouraging good qualities in child.

xv. Parental acceptance of the success of the child.

For convenience we can classify this into four major categories as

i. Home Learning Facilities provided by the parent.

ii. Parental Care (Healthy and Physique) given by parent.

iii. Parental Acceptance of Education.

iv. Parental Care (Psycho-social development) given by parents.

2.1.2.1. Home Learning Facilities

This variable is mainly intended to measure the various home facilities provided by parents for their children's learning. Educational researchers have highlighted the importance of these facilities for scholastic achievement. The achievement of the child will increase or decrease based on the degree to which the parents provided the general learning opportunities at home and outside the home, by giving learning suppliers, books, periodicals and other learning facilities.

2.1.2.2. Parental Care (Health and Physique)

The care given towards developing good health and physique in children will help in developing a fit body in their child. For developing a sound mind, a fit body is essential. The care taken towards giving nutritious
food, giving instructions to play, to do exercise and care taken towards epidemic diseases, etc. will increase the health of a child and it will help the child to develop self confidence and will increase the scholastic performance of the child.

2.1.2.3. Parental Acceptance of Education

This variable refers to the involvement of parents, or the concern of parents with the educational programme and the progress of their children. This variable helps to rate the extent to which parents accepts the educational activities of their children. Parental acceptance serves as a rewarding and a reinforcing factor for stimulating their achievement. Here, attempt has been made to measure whether the parents check up their school work, whether they help in doing school assignments etc.

If parents could provide educational guidance it will contribute their achievement- Guidance involves diagnosing their specific problems and suggesting steps for enabling them to overcome their difficulties.

The parent's attention and love can give children a concern with adult approval and educational success.

2.1.2.4. Parental Care (Psycho-social Development)

This variable refers to the care given by the parents for the mental and social development of their child. Here the parents lead their children to have good mental health and guide them how to behave in the society. This will in
turn make them to know the social norms. This will result in better social
acceptance. Attempt has been made to measure whether the parents talk
affectionately with the child and whether the parents compel the child to
respect the elders etc.

Measurement of FV

The significance of FV in the achievement of children has necessitated
its measurement. Assessment serves to identify the various links between FV
and child functioning so that appropriate intervention programme could be
developed.

FV is usually measured using self reports of parents, reports of
perceived parenting made by children or by teachers and also by observation
method in which the nature of parent-child relation is assessed by parents.
Even though differences exist regarding the accuracy of parents reports and
child reports, investigator mostly employ child report since parenting as
perceived by the child has been found to have more implications.

2.2. THEORETICAL OVERVIEW OF CD

CD is the development of a set of fundamental process not the
acquisition of any specific piece of knowledge or information.

CD involves qualitative changes in thinking, as well as quantitative
changes such as increasing knowledge and ability. Most cognitive
psychologists agree that developmental changes occur as a result of maturation (nature) and learning (nurture).

CD results essentially from an interaction between the subject and his environment. In terms of successful training procedures, this means that the more successful his learning is likely to be.

The child can be viewed as an organism, which grows almost like a plant with the implication that it contains within it the seeds of adulthood and the task of parent or teacher is to provide the environment in which these seeds can flourish. But yet the child is able to determine, to an extent, those aspects of the environment to which he will respond.

2.3. STUDIES RELATED TO FAMILY BACKGROUND AND EDUCATION

Studies reviewed on the relation of Family Background and Education is presented below.

In a study Carthy (1930) concentrated on socio-economic variable. He found that upper occupational groups tended to give greater consideration to the intellectual needs of children and to provide facilities to improve their intellectual capacities, which ultimately resulted in making these children, excel in language skill as well.

Terman & Oden (1947) conducted a study and reported that, the parents of under-achievers have been found to be less educated than those of achievers.
In a study of Schoonever (1959) on the effect of birth order, sex of siblings, age intervals of siblings etc. on academic performance suggested that the sex of siblings also is related to achievement.

Coster (1959) conducted a study and reported that there is a positive relation between the income of parents and achievement of their children.

In a study conducted by Nair (1981) on some socio-FV causing under achievement in secondary school mathematics, found that, a significant association noticed between the six socio-FV and under achievement. Higher social, economic and educational status of parents and small sized families tend to decrease the incidence of underachievement.

A study of AA of pre-engineering students in relation to SES was conducted by Sood (1990). The main findings in this study are, there is no difference in AA at different levels of socio-economic status of pre-engineering students. That is there is no significant relationship between AA and socio-economic status.

A study conducted by Peng (1995), which is designed to find out why minority cultural groups are under represented in science and mathematics related fields and why do students of these groups have low achievement groups, had shown that a larger percentage of minority students come from
families which have fewer learning materials at home, their parents more likely than others to have low educational levels and to be unemployed.

The relationship between parental income and problem solving ability in mathematics was studied by Nagalakshimi (1996) in a sample of 1000 students of X, from the schools of Hyderabad. The study revealed that increase in parental income was associated with higher performance regarding problem solving ability in Mathematics. The study also revealed that subjects whose fathers were gazatted officers or intellectuals excelled in performance with reference to problem-solving ability in Mathematics.

In a study conducted by Pandilla (1996), it was revealed that family background and late childhood factors influence the educational attainment of young Latino men. The study observed that father's income has strong effect on the total years of schooling completed.

Children's competencies in context of family resources and their home activities in a sample of 307 children in the Wellington region of New Zealand were studied by Wylie (1996). In this it was found that family income and mothers educational qualifications were most strongly associated with differences in levels of children's competencies.

In an investigation conducted by Paulson (1996) about parenting characteristics that mediate relation between maternal employment factors and
achievement using 240 ninth graders and their parents, it was found that maternal employment did not influence adolescent achievement.

Sharma, (1996) studied 50 working; out-of-school children in the age group 6-14 years and their parents. The investigator reported that many of these parents felt that education in school would not help their children to learn a livelihood. The teachers of neighbouring school blamed the parents for the neglect of education.

In a comparison of the achievement of three samples of students designed at-risk for school failures and one sample deemed not-at-risk, Ferguson (1996), followed a transitional first grade school readiness programme (SRP) population from pre-kindergarten through first grade to identify contextual factors associated with student progress. Successful SRP student had high-test scores and mothers with higher level of education than non-successful SRP students.

A study using data from 347 seventh graders and their parents done by Melby & Conger (1996), found that parental educational level was related to involvement and academic performance.

Upadhay et al. (1996) studied numeracy and reading readiness of entrants to class I in relation to environmental factors using a random sample of 297 children from Delhi, and found that mothers' education have contributed significantly to reading and numeracy readiness.
In a longitudinal study, Grundmann (1997) investigated the influence of social class on AA. Social class was defined by the nature of parent's works, education and income. Results indicated that social class had a large impact on educational performance and AA.

Minnalkodi (1997) in a study on randomly selected 900 students of standard XI in Gudallore educational district found that differing income levels of parents did affect the achievement levels of students and occupational status of parents did not affect the achievement and parents of differing educational levels differed significantly in their achievement.

The cause of under achievement in mathematics of pupils studying in standard VIII was studied in a stratified cluster sample of 500 pupils, from six schools of Gandhi Nagar. Patel (1997) in this study found that levels of parent's occupation, parent's income and socio-economics levels of parents had a large impact on the achievement of their child.

Tylor et al. (1997), examined differences in family functioning and resources, parenting style and child outcomes in low income families in which mothers were and were not employed. Children of employed mothers scored higher on the Applied Problem Subscale of Wood Cook John's Test of Achievement but on the Letter Word Identification Test, even when controlling for the family factors as covariates with maternal employment.
Two hundred male and hundred female undergraduate students were selected from two colleges of Arrah town. Prolonged deprivation scale, approval motive scale and sentence completion test were administered in classroom situation (Singh 1997). Correlation analysis of data revealed that 'n achievement' correlated negatively with prolonged deprivation (r=0.37).

A study conducted on a sample of 276 rural girls of standard X in Faridkot district of Punjab, by Karur and Goyal (1997), found no significant association between parents education and academic aspiration of children.

The influence of certain personal social factors on selected personality dimensions of rural children of Andra Pradesh was studies by Madhavilatha and Umadevi (1998) in a sample of 992 six to eighteen years old students selected from government school and colleges of the state. The result indicated that significant correlation existed between father's occupation and AA, but insignificant relation between father's education and AA.

In a study conducted among a sample of 120 students belonging to age group of 13 to 18 years, selected from Jorhat district of Assam, Ahamad (1998) found that parental education was highly effective in bringing differences in achievement motivation among adolescents.

In a proportionate stratified sample of 871 secondary school pupils of standard IX, Ayishabi and Kuruvilla (1999) found that achievement
motivation, a strong determinant of academic performance, is unaffected by maternal employment in Kerala.

Sunitha et al. (1999) studied the association of mother-child interaction and language development of children of employed and unemployed mothers in a sample of 60 children, 30 each have employed and unemployed mothers from day-care centre located in Hyderabad. It was found that there is significant difference (t= 2.94) in the language development of employed mother's children (M= 18.9) and unemployed mother's children (M= 14.87).

Pani and Parida (2000) conducted a study about the effect of culture and sex on CD of primary level children in a sample of 60 grade IV pupils. The study supported the view that variation in a variety of psychological processes such as learning, perception and motivation occur as a function of individual's culture, social class and economic status.

Duhan and Kaur (2000) conducted a study on children on two or four years in a laboratory nursery school for assessing their existing behavioural problems and provide counselling to their parents. Home visits and interviews of parents were conducted through a case-study approach. It was found that family is the main source of children's behavioural pattern.

Madhavilatha and Mayuri (2000) conducted an investigation on the relation of the intellectual abilities with selected personal social variables in three regions of Andra Pradesh in a sample of 878 children covering the age
group 6-18 years. Correlation analysis showed that intellectual ability was significantly related to father’s education and mother’s education.

Vaghela (2000) in a study of AA in relation to SES, used a randomly selected sample of 100 students of IX standard of secondary schools of Anand district of Gujarat. It was found that significant relation existed between school administration scores and SES of students.

A study was conducted by Sundaram (2000) using a sample of 90 students studying in eighth standard from the middle schools about the development of social concepts in relation to home and school variables. It was found that there is a deep influence of SES in the development of Social studies concepts, which was significant at 0.01 level.

Thilak (2002) conducted a study and found that children coming from unfavourable (Poor Home Environment) show generally low level AA, poor reading and study skills, low self esteem, externality and negative attitude towards school and this in turn facilitate academic alienation.

Devi (2002) conducted a study and revealed that low educational status of mother was a significant contributing factor for low achievement and low parental occupations were positively associated with scholastic under achievement of children.
A study was conducted by Aggarwal (2003) and AA of students was found positively related with their SES, and significant negative relationship was found between AA and birth order of students.

In a study conducted by Vidyapati, (2003) about gender and socio-cultural difference in scientific attitude, creative ability and science achievement of ninth graders, it is revealed that there is no significant difference on science achievement across socio-cultural context.

Beegam, S (2004) found that Muslim girls pursuing different courses of study for their degree, were found to differ significantly in their socio-cultural modernization and Mother's level of education and socio-cultural modernization of college going Muslim girls were significantly associated.

Gandhi, C (2004) conducted a study about the self concept of Teacher Trainees in relation to some familial and institutional variables and found that the nuclear family teacher trainees are significantly higher than joint family teacher trainees in self concept.

Karla, (2004) conducted a study about the family climate and income as determinant of educational achievement and found that, student achievement is affected by income status of the family.

Jacquelynne (2005) conducted a study about the influence of parent's education on their children's educational attainment, and concluded that the relation of parents' education to their children's AA and motivation is mediated
by quite specific beliefs and behaviours. However this is only one aspect of the complex system of parents and child interactions. There is still much to understand about interaction regarding parental influences on children's attainment.

Sheila (2005) conducted a study about the effect of the school environment and socio-economic status on AA in seven-year-olds. The study reveals that socio-economic status as the primary shared environmental mechanism that mediates the relationship between the school environment and AA exclusive of the substantial effect of genetics on AA.

In an investigation conducted by Nancy (2006), it was revealed that Socio Economic Status influenced parenting differently for African American and European Americans. Moreover, correlates of SES, including family stress, explain some ethnic differences in the within group relations between SES and parenting.

A study was conducted by Malvinder (2006) about parental involvement and AA across various SES levels and found that SES of the family and parental involvement were associated with each other and SES of the family and AA of students were independent of each other.
2.4. STUDIES RELATED TO PARENTING STYLE AND EDUCATION

The studies reviewed on the relation of Parenting Style and Education is presented below.

The major findings of the study conducted by Miller (1965) is that, one of the major groups of factors responsible for low motivation which leads to underachievement pertains to home environment.

Bisht (1972) conducted a study and concluded that

1. Size of the family, educational facilities and recreational facilities were found to be influencing educational aspirations.

2. Position of the child and hobbies were not having any significant influence on education.

A study was conducted by Gupta (1973) about the relationship between some environmental factors and AA and found that, the educational facilities provided to the child at his home help him a great deal in raising the level of his academic performance.

Debuz (1994) conducted a study about the effect of various student characteristics on measures of student achievement among students in grade seven through grade 12. Positive relation was found between science achievement and the availability of educational items at the home.
Okagaki (1995) found that parents of high achieving and low achieving Mexican American fourth and fifth graders had similar beliefs about the importance of education and similar expectations for their children's educational attainments.

Khan (1996) conducted an investigation using a sample of 360 senior secondary level students and their parents in Delhi, and found that there is significant difference in learning difficulties and English language performance of students whose parents had different attitudes towards learning of English.

Xie (1996) conducted a study using a sample of 186 middle class parents of fifth and sixth graders of age 10-13 years, from one Beijing elementary school, about the relation of Chinese parenting style to only children's AA. Regression Analysis indicated that the higher the parents expectations of their children, the better the children's AA.

In an exploration of the psychological influences through which efficacy beliefs affect AA, Bandura (1996) found that parent's sense of academic efficacy and aspirations for their children, influenced scholastic achievement of their children.

Reynolds and Gill (1996) conducted a study about the relationship of Parent's educational expectations to the AA of inner city children at risk of school failure. The results indicated that parent's expectations were moderately
correlated with children's educational achievement of mathematics and reading. Children's perception of parent expectations also added significantly to the variance in their achievement.

A study was conducted by Powell and Peet (1996) about mother's belief about their children's educational and occupational future, and its relationship with AA. A sample of 141 mothers and their first or fourth grade children participated in the study. The study found that the children of mother's who believed the child would attain the amount of education needed for the ideal and expected job had significantly higher report card grades and standardized achievement scores.

Lavakare (1996) conducted a study about the effect of parent directed intervention on child's personality dimensions. It was revealed that parents directed intervention is effective in improving child behaviour. According to this study, maternal care is the most important predictor of delinquency in childhood and adolescence.

Teachman (1996) maintained that familial influence played an important role in AA.

An investigation was conducted by Rath et al., (1996) using a stratified proportionate random sample of 96 head teachers, 408 teachers and 1882 students of grade V drawn from 100 schools of Hissar district of Haryana concluded that family environment of the students was found to have
substantial effect on mathematics and language achievement at school level, as a contextual variable.

Khan (1996) using a sample of 360 senior secondary level students and their parents in Delhi, conducted a study about the extent to which the parental attitude effects pupils learning of English as a second language. There was significant difference in learning difficulties and language performance of students, whose parents had different attitude towards learning of English.

Cooksey and Fondell (1996) found that shared activities between fathers and their children are associated with children's AA.

In a study, Raju (1996) observed that there existed slight positive relationship between mathematical aptitude and home learning facility. It was also found that there existed significant difference in mean scores of home learning facility between high average and low mathematics aptitude groups.

Misra (1997) investigated affective dimensions of environmental situations of different types of family backgrounds, which have differential impact on the career of a student. It was observed that students belonging to the successful group of public and semi government school had attributed their success by the co-operation from parents.

The influence of parents' involvement with homework as a moderator variable in the relation between children's abilities and their school achievement was tested by Nadan and Normadean (1997). A negative relation
between the duration of primary parent involvement with homework and children's achievement in French and mathematics was observed. Quality of involvement with homework was positively related to achievement.

The result of the investigation made by Petti (1997), suggested the need for supportive parenting predicted school adjustment including behavior problems, social skills and academic performance in grade 6. Highly supporting parenting, according to the investigation mitigated the effect of family adversely on later behaviour problems.

Gomes and Batista (1997) explored a data set from three northeastern states of Brazil to investigate the complementarities of health with school attainment and cognitive achievement. The result demonstrated the value of student's visual acuity and highlighted the role of good nutrition.

The result of the investigation made by Chen (1997) suggests that AA can be positively predicted by maternal acceptance. Maternal acceptance and rejection contributed to the development of children's behavioural and social problems, but did not predict later AA.

Chung (1997) reported that parental pressure has a negative effect on Chinese student’s perception of their abilities.

Agarwal (1997) conducted a study by the use of a family relation inventory. He matched hundred failed and passed students. It was found that failed students got more magnitude of parental concentration as well as
The passed students received proper protection and were hardly avoided by their parents, while the failed students were mostly unwanted, unprotected and neglected by parents.

Agarwal (1997) compared the difference in parental encouragement among various educational groups of urban and rural secondary school boys of Garhwal region. Parental encouragement and educational development were found positively related with each other. The higher development group got more amount of parental encouragement than the rural boys of the same category.

Hagedorn et al., (1997) conducted a study of cognitive and non-cognitive factors which facilitate or hinder mathematics achievement, and found that students who needed no remedial mathematical placement had parents with higher education, came from families with a higher total income and received more encouragement to pursue higher education.

Sumangala (1998) examined the effect of tutoring at home on achievement in mathematics of secondary school pupils, in a sample of 750 standard IX pupils. A questionnaire on home tutoring was used. The findings was that home tutoring in mathematics, whether by parents or by siblings has significant positive but low effect on achievement in mathematics.

Ross (1998) identified the factors that led to the successful achievement of African-American male students. The nurturing was at the centre of the
young Black male's ability to survive and to overcome obstacles. The bonding of the adolescent to a person who provides strong guidance and who is positive role model gives the young man a sense of responsibility. Over all, the study showed that someone has to care for the student.

The result of the investigation made by Nord (1998) suggested that children in elementary schools are more likely than children in middle or high schools to have parents who are highly involved in their schools. The parent households' children are more likely to do well academically, to enjoy the school and are less likely to have ever repeated a grade or to have been suspended or expelled, if their fathers have high involvement in their school.

Agarwal (1998) conducted a study about the effect of absence of maternal encouragement and its influence in scholastic achievement of adolescents, in a sample drawn from Garhwal Region, which constituted 500 school going adolescents 250 with mothers and 250 without mothers. The ‘t’ test of significance of difference between means revealed that the group of mother present adolescents in all the three educational categories showed to have more magnitude of encouragement than the mother absent groups.

Singh (1998) conducted a study to find out the relationship of achievement scores of the students to deprivation. The sample consisted of 200 students of both the sexes studying in class VI in the middle school of UP. To measure the deprivation, students' Deprivation Scale, on five areas, viz., social, emotional, economic, educational and parental deprivation was used.
Students belonging to high average and low levels of deprivation demonstrated significant difference ($P \leq 0.01$) in their scholastic achievement.

Taj and Bhargava (1999) conducted a study about the relationship between parent-child interaction and academic performance of 8th standard students. A proportional stratified sample of 100 boys and girls were selected. The study indicated that higher the parental interaction, the higher the academic performance. ($r=0.651$) and the children with higher parental interaction were found to have higher academic performance ($t=2.397$).

A study was taken up by Rani and Reddy (1999) with the aim of involving parents in training to help their mildly mentally retarded children in learning self care and play skill. The result of paired 't' test of significance of difference between pre-test and post-test scores revealed that the children who received training from their mothers in learning self-care and play skills improved significantly at the end of the intervention.

Shreshtha (2000) studied the causes of non-enrolment of children in Bhaktapur district of Nepal. It was found that the main causes of non-enrolment of children included the negative social norms such as not to educate girls, poverty, parental unawareness of education and bad health of children.

Bridge, Heather (2001) conducted a study about increasing parental involvement in the pre-school curriculum. This research suggests that it is the
parents and the home culture that are at the centre of children's lives and learning. Therefore, it is parents who are in a powerful and important position to influence much of the content and context of the pre-school curriculum.

Sharma (2002) conducted a study about the effect of Parental Involvement and Aspirations on AA and found that AA scores were different for children belonging to different parental involvement groups.

In a study conducted by Devi and Kiran (2002) it was found that both fathers and mother's education were found to have significant positive relationship with parental involvement in their child's studies.

Tayler (2003) conducted a study about the role of parents in motivating struggling readers. From this study, it was revealed that parents who believe that reading is a source of entertainment has children with more positive views about reading than parents who emphasize the skill aspect of learning to read.

Turid (2003) conducted a study about specific parenting problems when adolescents have emotional and behavioural disorders, and it was identified that parents of adolescents with behavioural disorders showed impairment compared to parents of adolescents with emotional disorders or parents of adolescents with no disorders.

In a study conducted by Devi and Mayuri (2004) it is revealed that family factors were not found to be critically important for the achievement of residential school children.
Karla and Pyari (2004) conducted a study about climate and income as determinants of Educational Achievement and found that the achievement of the students having favourable family climate are better than the group of students having unfavourable family climate.

Cartin (2005) conducted a study about parenting behaviour and adolescent behavioural and emotional problems. Cross sectional data from 1359 boys and girls aged 10-14 years investigated whether parenting behaviours are directly or indirectly associated with emotional and behavioural problems among adolescents. Both types of problems were directly, negatively related to adaptive parenting behaviour.

Boiz (2005) conducted a study about parent's appraisals – reflected appraisals and children's self-appraisals of sport competence and found that the influence of parent's appraisal on their child's self appraisals was non significant when reflected appraisals were controlled for.

The result of the investigation made by Hill (2006) about the socio-economic status and parenting is that, socio-economic status, influences parenting differently for African American and European Americans. Moreover, correlates of SES, including family stress, explain some ethnic differences in the within group relations between socio economic status and parenting.
Brendan (2006) conducted a study about the perceptions of parental influence on attitude to language learning. The findings offer some evidence for an association between parental and pupil attitudes. Parental influence appears to operate in a number of ways, ranging from the role model potential of positive/negative behaviour and the communication of educational regrets, to the ways in which parents help to construct their children's understanding of language importance and status.

Hill (2006) conducted a study about socio-economic status and parenting and revealed that socio economic status influences parenting differently for African American and European Americans. Moreover, correlates of SES, including family stress, explain some ethnic differences in the within group relations between socio economic status and parenting.

Malvinder (2006) conducted a study about Parental involvement and AA and found that SES of the family and Parental involvement were associated with each other, and there was an interaction effect of SES and parental involvement on AA of ninth class students.

Vamadevappa and Usha (2006) found that there is positive and significant relationship between parental involvement and AA and there is significant difference between boys and girls in their AA.
Conclusion

The review of related literature has helped the investigator to know about the studies conducted in this area. The investigator categorized the studies in to two areas such as the relationship between Family Background and CD, and Parenting Style and CD.

Studies about Family Background and CD

<table>
<thead>
<tr>
<th>SI NO</th>
<th>Name of Researcher</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mc Carthy (1930)</td>
<td>SES is positively related to intellectual capacities</td>
</tr>
<tr>
<td>2</td>
<td>Terman &amp; Oden (1947)</td>
<td>Under Achievement of children is positively related with less education of parents</td>
</tr>
<tr>
<td>3</td>
<td>Scoonever (1959)</td>
<td>Sex of siblings is related to achievement</td>
</tr>
<tr>
<td>4</td>
<td>Coster (1959)</td>
<td>Income of parents and achievement of children are positively related</td>
</tr>
<tr>
<td>5</td>
<td>Nair (1981)</td>
<td>High SES and under achievements are negatively correlated.</td>
</tr>
<tr>
<td>6</td>
<td>Sood (1990)</td>
<td>No significant relationship between AA and SES.</td>
</tr>
<tr>
<td>7</td>
<td>Peng (1995)</td>
<td>Under representation of students in Science and Mathematics is due to low educational levels of parents</td>
</tr>
<tr>
<td>8</td>
<td>Nagalakshmi (1996)</td>
<td>Parental income and problem solving ability are positively correlated</td>
</tr>
<tr>
<td>9</td>
<td>Pandilla (1996)</td>
<td>Family background is positively related to educational attainment</td>
</tr>
<tr>
<td>Review 49</td>
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<td>-----------</td>
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</tr>
<tr>
<td>10. Wylie (1996)</td>
<td>Family income and mothers educational level are associated with children's competencies.</td>
<td></td>
</tr>
<tr>
<td>12. Ferguson (1996)</td>
<td>Mother's higher level of education is associated with student's achievement.</td>
<td></td>
</tr>
<tr>
<td>15. Grundmann (1997)</td>
<td>Social class and AA are positively correlated.</td>
<td></td>
</tr>
<tr>
<td>16. Minnal kodi (1997)</td>
<td>There is a positive relation between income level and AA.</td>
<td></td>
</tr>
<tr>
<td>17. Patel (1997)</td>
<td>SES of parents and achievement of students are positively correlated.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Sunitha (1999)</td>
<td>Language development is positively related to unemployment of mothers.</td>
</tr>
<tr>
<td>26</td>
<td>Madhavilatha &amp; Mayuri (2000)</td>
<td>Intellectual ability is significantly related to fathers and mothers education.</td>
</tr>
<tr>
<td>28</td>
<td>Sundaram (2000)</td>
<td>Social studies concept attainment is positively related with SES.</td>
</tr>
<tr>
<td>30</td>
<td>Sheila (2005)</td>
<td>SES and AAs are positively related.</td>
</tr>
<tr>
<td>31</td>
<td>Nancy (2006)</td>
<td>SES influences parenting style</td>
</tr>
<tr>
<td>32</td>
<td>Agarwal Archana (2003)</td>
<td>AA is positively related with SES</td>
</tr>
<tr>
<td>33</td>
<td>Devi, M. Sarada &amp; Kiran, Kavitha (2002)</td>
<td>At low educational status of mother is significantly related with low achievement.</td>
</tr>
<tr>
<td>34</td>
<td>Malvinder Ahuja (2006)</td>
<td>SES and parenting involvement are positively correlated</td>
</tr>
<tr>
<td>35</td>
<td>Karla, R &amp; Pyari, A (2004)</td>
<td>Student’s achievements are affected by income status of the family.</td>
</tr>
<tr>
<td>36</td>
<td>Gandhi, C (2004)</td>
<td>Nuclear family teacher trainees are significantly higher in self concept than joint family teacher trainees.</td>
</tr>
</tbody>
</table>
### Studies about Parenting Style and CD

<table>
<thead>
<tr>
<th>SI NO.</th>
<th>Name of Researcher</th>
<th>Finding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Miller (1965)</td>
<td>Poor home environment and under achievement were related.</td>
</tr>
<tr>
<td>2</td>
<td>Bisht (1972)</td>
<td>Size of family and educational facilities were influencing educational aspirations.</td>
</tr>
<tr>
<td>3</td>
<td>Gupta (1973)</td>
<td>Academic performance is related with educational facilities at home.</td>
</tr>
<tr>
<td>4</td>
<td>Debuz (1994)</td>
<td>Positive relationship exists between Science achievement and availability of educational items.</td>
</tr>
<tr>
<td>5</td>
<td>Okagaki (1995)</td>
<td>Parents of high expectation attained high achievement</td>
</tr>
<tr>
<td>6</td>
<td>Khan (1996)</td>
<td>Parents attitude towards English and students achievement in English were positively related.</td>
</tr>
<tr>
<td>7</td>
<td>Xie (1996)</td>
<td>Higher the parents expectations the better the child’s AA.</td>
</tr>
<tr>
<td>8</td>
<td>Bandura (1996)</td>
<td>Parents sense of academic efficiency and aspirations influenced scholastic achievement of their children.</td>
</tr>
<tr>
<td>9</td>
<td>Gill &amp; Reynolds (1996)</td>
<td>Parents expectations were moderately correlated with children’s educational achievement.</td>
</tr>
<tr>
<td>10</td>
<td>Powell &amp; Peet (1996)</td>
<td>Mother’s expectations and student’s academic scores were positively correlated.</td>
</tr>
<tr>
<td>11</td>
<td>Lavakare (1996)</td>
<td>Parents directed intervention is effective in improving child behaviour.</td>
</tr>
<tr>
<td>12</td>
<td>Teachman (1996)</td>
<td>Familial influence played an important role in AA.</td>
</tr>
<tr>
<td>13</td>
<td>Rath (1996)</td>
<td>Good family environment is positively</td>
</tr>
</tbody>
</table>
related with mathematics and language achievement.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>15</td>
<td>Cooksey &amp; Fondell (1996)</td>
<td>Shared activities between fathers and their children are associated with children’s AA.</td>
</tr>
<tr>
<td>16</td>
<td>Raju (1996)</td>
<td>Mathematical attitude and home learning facility are slightly positively correlated.</td>
</tr>
<tr>
<td>17</td>
<td>Nadon &amp; Normandeau (1997)</td>
<td>A negative relation exists between the duration of primary parent involvement and children’s achievement.</td>
</tr>
<tr>
<td>18</td>
<td>Chen (1997)</td>
<td>AA can be predicted by maternal acceptance.</td>
</tr>
<tr>
<td>19</td>
<td>Chung (1997)</td>
<td>Parental pressure as a negative effect on student’s perception of their abilities.</td>
</tr>
<tr>
<td>20</td>
<td>Agarwal (1997)</td>
<td>The failed students were mostly unwanted, unprotected and neglected by parents.</td>
</tr>
<tr>
<td>21</td>
<td>Agarwal (1997)</td>
<td>Parental encouragement and educational development were positively correlated.</td>
</tr>
<tr>
<td>22</td>
<td>Hagedorn (1997)</td>
<td>High achievers in mathematics were from families with more encouragement.</td>
</tr>
<tr>
<td>23</td>
<td>Sumangala (1998)</td>
<td>Home tutoring has significant but low effect on achievement in mathematics.</td>
</tr>
<tr>
<td>24</td>
<td>Agarwal (1998)</td>
<td>Mother present adolescents showed to have more magnitude of encouragement.</td>
</tr>
<tr>
<td>25</td>
<td>Singh (1998)</td>
<td>Students belong to high, average and low levels of deprivation, significantly different in the scholastic achievement.</td>
</tr>
<tr>
<td>26</td>
<td>Taj &amp; BHarghava (1999)</td>
<td>Higher the parental interaction higher the AA.</td>
</tr>
<tr>
<td>27</td>
<td>Rani &amp; Reddy (1999)</td>
<td>In the case of mentally retarded children, training from their mothers improved their play skills.</td>
</tr>
<tr>
<td>29</td>
<td>Sharma S Nidhi (2002)</td>
<td>AA and parental involvement are positively related.</td>
</tr>
<tr>
<td>30</td>
<td>Devi &amp; Kiran</td>
<td>Fathers and mothers education were significantly correlated with parental involvement positively.</td>
</tr>
<tr>
<td>31</td>
<td>Tayler &amp; Francis (2003)</td>
<td>Struggling readers parents shows less interest in reading</td>
</tr>
<tr>
<td>32</td>
<td>Cartin Finke never (2004 or 2005)</td>
<td>Parents of adolescents with behavioral disorders shows impairment compared to parents of adolescents with no disorders.</td>
</tr>
<tr>
<td>33</td>
<td>Devi &amp; Mayori (2004)</td>
<td>Family factors were not significantly related for the achievement of residential school children.</td>
</tr>
<tr>
<td>34</td>
<td>Karla &amp; Payari (2004)</td>
<td>AA is positively related with favorable family climate.</td>
</tr>
<tr>
<td>35</td>
<td>Cartin (2005)</td>
<td>Adaptive parenting behaviors are directly negatively related to emotional and behavioral problems among adolescents.</td>
</tr>
<tr>
<td>36</td>
<td>Boiz Julien, E (2005)</td>
<td>The influence of parent’s appraisal on the child’s self appraisals was non significant.</td>
</tr>
<tr>
<td>39</td>
<td>Malvinder Ahuja (2006)</td>
<td>SES and parental involvement are positively related with AA.</td>
</tr>
<tr>
<td>40</td>
<td>Vamadevappa H.V. &amp; Usha, S (2006)</td>
<td>Positive and significant relationship exist between parental involvement and AA.</td>
</tr>
</tbody>
</table>
Most of the above studies revealed that there is a positive relationship between different familial variables and parenting style to CD. But a study finding the ability of FV in predicting CD was not attempted. So the researcher feels high need for further expansion of research in this area.

A detailed description of the procedure followed by the investigator is given in Chapter III.