ABSTRACT

Developmentalists have debated the influence of peer and family norms and values on adolescent development and decision making practices for some time. The researches support the notion that family and peers both have salient influences on decision making in adolescents. Peers and parents also appear to influence the level of gist-based thinking that adolescents engage in, an indication that certain interactions with friends and parents can influence decision making maturity. Finally, the interaction between fuzzy-trace constructs and values reflects variance in several past behaviours and future intentions. The influences that parents and peers can have on an adolescent’s behaviours and decision making processes are also a common theme in developmental research (Garnier and Stein 2002; Harris, 1995).

Because making decisions involves a degree of risk, it would be helpful to examine risk and risk analysis in this chapter in order to gain an understanding of what is involved. Risk and uncertainty create anxiety, yet they are necessary components of an active life.

All decisions of consequence involve risk. Without taking risks, you can not grow or improve or even live. Many risks we shy away from have relatively minor consequences for failure. Ask yourself, "What's the worst that can happen?" or "What's the worst case scenario?" Should you attempt that sink repair yourself? What's the
worst that can happen? The repair won't work and you'll have to call a plumber.

Risk-taking behaviours have been the subject of much speculation, from Sigmund Freud's belief that dare-devil stunts arise out of humans' innate "death drive," to some modern psychologists' view that dangerous activities can make us feel more alive. In general, we think of risky behaviour as encompassing activities only a handful of courageous or "crazy," people would attempt, including skydiving, rock climbing, cliff jumping or other dramatic exploits. In reality, though risk-taking behaviours also include more mundane acts, like having unprotected sex, gambling, robbing banks and taking drugs. The reasons for these behaviours are complex, although not mysterious, and can mean different things to different people. In general, though, as poet Robert Browning wrote, "Our interest's on the dangerous edge of things."

One commonly accepted theory about why people do risky things has to do with evolution. This theory holds that in one of the deep, dark and old parts of our brains, where the control centers for survival and reproduction are located; there are preprogrammed impulses in some people that stimulate them to take risks. These individuals are known in psychological terms as "risk seekers," whereas their more conservative counterparts are labeled "risk avoiders." In attempting to delineate the characteristics of human risk taking, however, it is important to note that we cannot reasonably divide the population into risk takers and risk avoiders. All people will both seek risk and avoid risk at different points in their lives.
Risk-taking behaviour is not necessarily a bad thing. In fact, all of us take risks. However, there is a distinction between healthy and unhealthy risks. According to Mental Help, healthy risks for teens to take may include participating in high school sports, playing in a musical group, such as an orchestra, starting to date socially, and taking part in a school play. Some other instances of healthy risks teens may take include learning to play a new musical instrument, getting a summer job and performing in a talent show. On the other hand, adolescents may also take unhealthy risks, which may include having unprotected sex, experimenting with drugs, drinking, driving and texting or talking on a cell phone while driving. Adolescents seek to develop their own identity, opinions and values (Miller, 1989). For adolescents, given the freedom to experiment, this stage also entails taking some risks. When adolescents take risks, the consequences can be negative: car accidents can occur while driving drunk, smoking can lead to cancer, and unprotected sex can lead to unwanted pregnancies and disease (Worrell and Danner, 1989).

Adolescent risk-taking behaviour can be analyzed from several different perspectives. Risk-taking theories based on dispositional traits examine individual differences between persons that might account for a propensity to take risks (Kaplan, 1980; Botvin, 1986; McCord, 1990; Petersen, Compas, Brooks-Gunn, Stemmler, Ey and Grant, 1993). However, most of the research in this area is not conclusive enough to state that dispositional traits are causal factors in adolescent risk-taking (Milestone and Igra, 1995).

Biological models of adolescent risk-taking examine genetic factors, neuroendocrine influences, and pubertal events (Irwin and
Millstein 1986, Cloninger 1987; Udry, 1988, 1990). Another approach entails using the developmental perspective to explain risk-taking in light of the bio-psychosocial changes that occur during adolescence. Risk-taking is seen as a way of coping with normal developmental tasks such as exploration and achieving autonomy (Lavery, Siegel, Cousins and Rubovits, 1993; Millstein and Igra 1995) and difficulties adolescents face in making decisions (Furby and Beyth-Maram, 1992).

Another perspective is to examine stable differences such as sensation-seeking or locus of control (Zuckerman, Eysenck and Eysenck 1978; Millstein and Igra, 1995). Bronfenbrenner's (1979) ecological theory describes the social world of adolescents in several microcosms of contact. Parental monitoring of adolescent behaviour has also been associated with adolescent risk-taking (Millstein and Igra, 1995). In reviewing the theories, it appears that none offer conclusive insight into the risk-taking behaviour of adolescents.

In general, involvement in high-risk activities has been positively associated with personality factors, such as social maladjustment and with perceived benefit of risk (Lavery, Siegel, Cousins and Rubovits, 1993). Researchers reported that persons who engaged in high-risk behaviours had higher scores on affiliation, desirability, dominance, exhibition, and self-esteem variables and they exhibited significantly higher sexual risk, smoking risk, driver and passenger risk, venturesomeness and impulsiveness (Jackson, 1984; Moore and Rosenthal, 1993).

Adolescents may not see the same types of behaviours as risky as do adults. Alexander, Kin, Ensminger, Johnson, Smith, and Dolan
(1990) conducted a study in which they asked 8th and 9th graders what teenagers do for fun. Males' responses focused more on physical feats while females focused more on rule breaking. Results also showed a significant decline from 8th grade to 9th grade for involvement in physical feats.

Risk-taking is a normal part of growing process in childhood and adolescence. However, whether a teen takes healthy risks or unhealthy risks is largely influenced by parental behaviour. Although parents' teaching has been found to be the best predictor of children's current safety practices, parents' practices have been found to be the best predictor of how children intend to behave once they reach adulthood. Essentially, when parents model risk behaviour while demanding safety practices from their children, they are effectively teaching children to believe that “safety is for kids”. The fact that parents' modeling of risk behaviours can potentially have a long-term effect on their child's risk practices suggests that interventions to reduce risk of injury in multi-generational work contexts (for example, agricultural worksites) may have to target the behaviours of senior and junior family members (for example father and sons) to evoke reductions in risk practices.

From above reports of researches, it can be concluded that risk-taking behaviour and decision making ability are related to parental behaviour. In fact three parental variables- Parents' personality, parental behaviour and parental attitude are directly responsible for the development of child. Really first socializing agents are parents.

In view of above discussion, it may be summed up that parental involvement in academic activities of their children constitutes an
important phase of growing child’s life space. Except it innumerable educationists and psychologists are of the same view. Moreover researcher’s personal experience concerning this phenomenon also asserts her that there is strong link between parents’ academic involvement and children’s personality development. In spite of various researches already done in this area, the researcher come to the point that these researches don’t provide sufficient and detailed account of way of parents’ involvement into academic activities of their children, so that the goal of maximum personality achievement may be attained.

Except it, it is obvious that such researches are varied in their designing techniques, sampling, tools and statistical techniques etc. So hardly any conclusive generalization is possible out of them, hence in such a situation, one feels that there is essential need for further studies in this area. Moreover personality traits of various types of children are still untouched in this regard. Hence the researcher has decided to focus upon some personality traits which are closely related to academic achievement of children by conducting research in this area. So she has recognized the problem which is described as follows:

“EFFECT OF PARENT ACADEMIC INVOLVEMENT ON THE ADOLESCENT RISK-TAKING BEHAVIOUR & DECISION MAKING ABILITY”
OBJECTIVES OF THE STUDY

Following objectives have been formulated to be achieved through this study –

1. To study the 26 specific dimensions of Parent’s Academic Involvement.
2. To study the Risk-Taking Behaviour of the adolescents.
3. To study the Decision-Making Ability of the adolescents.
4. To find out the relationship that exists between 26 specific dimensions of Parents’ Academic Involvement and Risk-Taking Behaviour of the adolescents.
5. To find out the relationship that exists between 26 specific dimensions of Parents’ Academic Involvement and Decisions-Making Ability of the adolescents.

HYPOTHESES

To attain the said objectives following hypotheses have been formulated:

A) Hypotheses related to Risk-Taking Behaviour of Adolescents.

1.1 Hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Risk-Taking Behaviour of Adolescents.

1.2 Hypothesis - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour.

1.3 Hypothesis - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour.
B) Hypotheses related to Decision Making Ability of Adolescents.

1.4 Hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Decision Making Ability of Adolescents.

1.5 Hypothesis - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Decision Making Ability of Adolescents.

1.6 Hypothesis - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Decision Making Ability of Adolescents.

THE THESIS COMPRIZES OF FIVE CHAPTERS AND A BIBLIOGRAPHY.

CHAPTER-I deals with the Introduction. This chapter highlights Problem, Assumptions, Need, Objectives, Rationale and Hypotheses of the study. The chapter also discusses definition of the terms used-Parents’ Academic Involvement, Risk-Taking Behaviour and Decision Making Ability.

CHAPTER-II deals with Review of Related Literature of study. This helps in knowing various aspects related to study as Parental Behaviour, Risk-Taking Behaviour, Decision Making Ability, Educational Aspiration, Cognitive Development and Creativity. This chapter also discusses various researches related to study conducted in India and their conclusions.

CHAPTER-III deals with Methodology of Investigation. An attempt is made in this chapter to describe Research Design, Population and Sampling. This chapter also discusses selected Tools and their
description, Collection of data, Plan of data analysis and Formulae used.

CHAPTER-IV deals with Analyses and Interpretation of data. It defines results of hypotheses with the effect of Parents’ Involvement in Risk Taking Behaviour and Decision Making Ability of their adolescents.

CHAPTER-V gives the Findings, Conclusion, Implications and offers some humble suggestions which may prove to be useful for future research.

DELIMITATIONS OF THE STUDY

The investigator in view of time and resources available at her disposal has delimited the investigation in terms of area, method and sampling as given below :-

1. The sample is restricted to the population of only class eleventh students of Ghaziabad only.

2. Sampling of institutions, not the students of institutions, is done and all those present on the date of data collection, in one section, are included in the study.

3. Sample size is rather small, out of a number of institution, only 10 schools are selected for the study, though randomization in selection of schools has been done.

4. Only co-educational English medium schools are taken.

METHOD OF THE STUDY

For carrying out the study, Ex-post Facto research design has been selected.
POPPULATION OF THE STUDY

In the present investigation the population consists of all students studying in class XI of schools situated under corporation limits of Ghaziabad city.

SAMPLE

Total number of students selected has been 515, out of 515 there were 240 boys and 275 girls. Sample has been drawn through randomized cluster sampling technique.

VARIABLES INVOLVED

This study has involved three variables, out of which “Parents’ Academic Involvement” has been treated as independent variable. Rest two have been the dependant variables namely, Adolescents’ Risk- Taking Behaviour and their Decision Making Ability.

DATA GATHERING INSTRUMENTS

In order to achieve the objectives of the study, following instruments have been used:-

1. To assess the Parents’ Academic Involvement- “Mangalam Children’s Report on Parents’ Involvement in Academic Activities” by Dr. Rekha Agrawal is used.
2. To assess Risk- Taking Behaviour –Risk Taking Questionnaire by Dr. Virendra Sinha and Dr. Prem Nath Arora is used.
3. To measure Decision Making Ability- Self made Test is used.
DATA COLLECTION AND ORGANIZATION
The data have been collected with the help of above mentioned tools and scoring has been done on the basis of scoring scheme. Obtained data have been scored, organized and tabulated systematically.

STATISTICAL TECHNIQUES
The tabulated data have been categorized and statistically analyzed to get the result and test hypotheses. In the present work adolescents' various dimensions of Parents’ Academic Involvement, Risk-Taking Behaviour and their Decision Making Ability were calculated. Appropriate statistical techniques have been employed to analyse the data. In order to compare the score of different groups on their various dimensions ‘t’ value have been calculated. Besides a detailed depth analysis has been done for all the data connected with the help of Mean and S.D. value.

FINDINGS AND CONCLUSIONS OF THE STUDY
The findings and conclusions of the study may be summed up in the following ways:-
1. Results related to Risk-Taking Behaviour
A) Parents Favourable Academic Involvement-
   a) There is a significant difference between Risk-Taking Behaviour of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour of Adolescents of the Parents showing low Favourable Academic Involvement is higher.
b) There is a significant difference between Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents showing low Favourable Academic Involvement is greater.

c) There is a significant difference between Risk-Taking Behaviour in Space (B) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Space (B) of Adolescents of the Parents showing low Favourable Academic Involvement is more.

d) There is a significant difference between Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents showing low Favourable Academic Involvement is more.

e) There is a significant difference between Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents showing low Favourable Academic Involvement is higher.

f) There is a significant difference between Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents showing low Favourable Academic Involvement is more.
g) There is a significant difference between Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents showing low Favourable Academic Involvement is greater.

h) There is a significant difference between Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents showing low Favourable Academic Involvement is greater.

i) There is a significant difference between Risk-Taking Behaviour in Military Services (H) of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Risk-Taking Behaviour in Military Services (H) of Adolescents of the Parents showing low Favourable Academic Involvement is more.

B) Parents Unfavourable Academic Involvement-

a) There is a significant difference between Risk-Taking Behaviour of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking Behaviour of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

b) There is a significant difference between Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking
Behaviour in Hills (A) of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

c) There is a significant difference between Risk-Taking Behaviour in Space (B) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking Behaviour in Space (B) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

d) There is a significant difference between Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

e) There is a significant difference between Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

f) There is a significant difference between Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

g) There is a significant difference between Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking
Behaviour in Fire (F) of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

h) There is a significant difference between Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

i) There is a significant difference between Risk-Taking Behaviour in Military services (H) of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Risk-Taking Behaviour in Military services (H) of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

C) Parents Disciplinary Academic Involvement-

a) There is a significant difference between Risk-Taking Behaviour of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour of Adolescents of the Parents showing high Disciplinary Academic Involvement is higher.

b) There is a significant difference between Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

c) There is a significant difference between Risk-Taking Behaviour in Space (B) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour
in Space (B) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

d) There is a significant difference between Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

e) There is a no significant difference between Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents showing High and Low Disciplinary Academic Involvement is same.

f) There is a significant difference between Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lesser.

g) There is a significant difference between Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

h) There is a significant difference between Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-
Taking Behaviour in Professional Trades (G) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lesser.

i) There is a significant difference between Risk-Taking Behaviour in Military services (H) of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Risk-Taking Behaviour in Military services (H) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

2. Results related to Decision Making Ability

A) Parents Favourable Academic Involvement

There is a significant difference between Decision Making Ability of Adolescents of the Parents with High and Low Favourable Academic Involvement. The Decision Making Ability of Adolescents of the Parents showing high Favourable Academic Involvement is larger.

B) Parents Unfavourable Academic Involvement

There is a significant difference between Decision Making Ability of Adolescents of the Parents with High and Low Unfavourable Academic Involvement. The Decision Making Ability of Adolescents of the Parents showing low Unfavourable Academic Involvement is greater.

C) Parents Disciplinary Academic Involvement

There is a significant difference between Decision Making Ability of Adolescents of the Parents with High and Low Disciplinary Academic Involvement. The Decision Making Ability of Adolescents of the Parents showing high Disciplinary Academic Involvement is higher.
IMPLICATIONS OF THE STUDY

A. Implications for the Parents

Every adolescent represents what he acquires from his parents and inheritance or through interactions. In shaping his overall personality parents play a vital role. To play their role efficiently, it becomes essential for them to have full knowledge of the dynamics that underlie the child’s development in general and educational development in particular. In school all best efforts are made to raise the abilities, capabilities and other personality characteristics of the adolescents. The optimum level of educational goals can only be attained with the help of proper academic involvement of the parents. Generally parents do not understand the importance of their own behaviour especially educational behaviour towards their adolescents. Most of the parents have inconsistency in their behaviour on account of which adolescents are unable to understand what their parents actually want from them. This study is helpful for the parents to understand their own behaviour and to distinguish their behaviour towards their adolescent. Strictness and punishment in parents academic involvement influence adolescents risk taking behaviour and decision making ability. Whereas the same dimensions does not affect academic involvement of parents at all. After having developed this insight they may like to change their approach towards their adolescents with better results. If more and more parents acquire this knowledge, more and more adolescents will be benefited in the sense that risk taking behaviour and decision making ability of adolescents will improve which may be considered a significant contribution to human resource development in the country.
B. Implications for the Teachers

The teacher may also be enlightened by finding of this study. If the teacher has insight into the importance of Parents’ Academic Involvement in their adolescents Risk Taking Behaviour and Decision Making Ability, this light and utilize this knowledge in performing their task more effectively. The teacher may utilize the guidance principle of this study that same academic behaviour is not applicable for the students. He may learn that Irritability and Rejection may lower risk taking behaviour and decision making ability of adolescents. They may learn to control themselves, avoiding Rejection, Neglect and Ignoring while in their classroom adjustment in support of these findings. According “Teachers” Agrawal the teachers may learn and practice the principle, “Teachers” active Involvement in children’s academic activities plays an important role in the Educational Development of Child.

C. Implications for Guidance and Counselling Workers

The findings of this study are also important for the Psychologists and guidance workers, school psychologists and counsellor in coeducational school, which is very common these days, may try to analyse educational problems of adolescents from the point of view of the parents’ academic involvement. Some of the academic involvement of parents is not applicable on adolescents. This study also points out that un-thoughtful parents’ academic involvement of adolescents gives rise to various kinds of educational problems. These problems initially are concerned with only the educational development of adolescents and later on levee a great impact on the other aspects of adolescents personality which do not allow them to
adjust in their Risk Taking Behaviour and Decision Making Ability properly. Psychologists and Guidance workers under the light of the findings try to improve parents' academic behaviour and suggest them to be very particular and careful in dealing with their adolescent in their risk taking behaviour and decision making ability for their better future and personality development. School counsellors may be able to design the most appropriate programme which if implemented properly and carefully, may help adolescents reconstruct their life processes with a better future.

**D. Implications for Policy Planning**

The Findings of the study have implications for policy planning also. Government of India gives her education policy in a way to all round development of personality of a child. Curriculum is so designed that not only academic but health of the children may be improved. Reconstruction and development of human resource in the country has been emphasized in the National Policy on Education (1986). Since parents’ involvement in adolescents is found influencing with regard to their risk taking bahaviour and decision making ability. Efforts should be made in developing such devices which may educate parents in this regard. It may be desirable to make recommendations that such programmes of intervention will be developed and implemented through non-formal education, social welfare work, school counselling services and child guidance clinics.

Agrawal recommends programmes of mass counselling to be organised for parents.
SUGGESTIONS FOR FURTHER RESEARCH

Having completed this work, the researcher feels that there is a lot which can be suggested to future researchers by way to guidance. They relate to various aspects such as scope, the variables and the statistical design. The suggestions are made with a view to improve quality of research in the area of personality development in the future.

A. The Scope

The present work has been confined to the students of XI standard that is 16-17 years old (adolescent stage). It would be better if the study is repeated on junior and senior high school students differently also. It may be seen that what difference the age makes in the context of the relationship with parents’ involvement in children’s risk taking behaviour and decision making ability and the comparison in both the stages also can be done.

The study may also be conducted to compare the findings of a research taking the samples of the male and female of the same age group of different cities that is metropolitan and small cities, Town & Village etc. There are great possibilities of drawing different results as number of factors influence parents’ academic involvement in particular area for example Social environment, Rate of literacy among parents academic facilities etc. Students living in small cities are certainly different in their personality and viewpoint in comparison to the students of metropolitan cities. Even most of the parents of metropolitan cities behave differently than the parents of small cities in the same situation.

The researcher has taken the samples from private schools of different zones of Ghaziabad. The scope of study increases if the
researcher has taken samples from government school and different
district children too. The comparison can be done between the male
and female students of government school and public school and their
parents’ academic involvement. The variation in findings can be
derived due to difference in their economic conditions.

B. Variables

After having completed this work, it was felt by the researcher
that the relationship between Parents’ Academic Involvement and
variables such as academic motivations, attitude, study-habits self-
concept, level of anxiety, creativity, Socio-economic status,
emotionality etc. should be subjected to research in future. The
researcher feels that further researches may deal with other types of
parents’ academic behaviour towards their male and female children
to evolve new facts. It is considered to be quite beneficial in future for
deriving better results.