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 behaviors 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\textsuperscript{1} 2002; Harris\textsuperscript{2}, 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 (which you would have to do otherwise, anyway. And you’d have lost some time and a bit of money.

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\(^1\), 1989). For adolescents, given the freedom to

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\(^1\) P.H. Miller (1989), Theories of adolescent development. In J. Worell and F. Danner (Eds.), the adolescent as decision-maker (pp. 13-46) San Diego, CA: Academic Press.
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\textsuperscript{1}, 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\textsuperscript{2}, 1980; Botvin\textsuperscript{3}, 1986; McCord\textsuperscript{4}, 1990; Petersen, Compas, Brooks-Gunn, Stemmler, Ey and Grant\textsuperscript{5}, 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 (Milistein and Igra\textsuperscript{6}, 1995).

Biological models of adolescent risk-taking examine genetic factors, neuroendocrine influences, and pubertal events (Irwin and

\textsuperscript{1} J. Worell and F. Danner, (1989), Adolescents in contemporary context. In J. Worell and F. Danner (Eds.), the adolescent as decision-maker (pp. 3-12) San Diego, CA: Academic Press.


Millstein\textsuperscript{1} 1986, Cloninger\textsuperscript{2}, 1987; Udry\textsuperscript{3,4} 1988, 1990). Another approach entails using the developmental perspective to explain risk-taking in light of the biopsychosocial 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\textsuperscript{5}, 1993; Millstein and Igra\textsuperscript{6}, 1995) and difficulties adolescents face in making decisions (Furby and Beyth-Marom\textsuperscript{7}, 1992).

Another perspective is to examine stable differences such as sensation-seeking or locus of control (Zuckerman, Eysenck and Eysenck\textsuperscript{8} 1978; Millstein and Igra,\textsuperscript{9} 1995). Bronfenbrenner's\textsuperscript{1} (1979)

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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\(^2\), 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\(^3\), 1993). Researchers reported that persons who engaged in high-risk behaviors 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\(^4\), 1984; Moore and Rosenthal\(^5\), 1993).

Adolescents may not see the same types of behaviors as risky as do adults. Alexander, Kin, Ensminger, Johnson, Smith, and Dolan\(^6\) (1990) conducted a study in which they asked 8th and 9th graders what teenagers do for fun. Males’ responses focused more

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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 behavior 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 behaviors 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 behaviors 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.

Child learns gradually under their contact by imitating their manners and behaviour patterns. Mooris and Nicholas\(^1\) have identified similarities between personality disturbed characteristics

of parents and children, in a research study to disclose that personality characteristics are unknowingly learnt by children. Symonds\textsuperscript{1} states that essence of parent child relationship lies more in what a parent feels than in what a parent does. Authoritative behaviour of the parents is likely to produce a submissive child with feeling of insecurity and dependence over others along with looking in popularity among his fellows. On the other hand over protectiveness on the part of parents fosters over dependency, nervous tendencies with poor performance.

Moreover child’s perception of parental behaviour also plays significant role. Symonds has revealed if a child perceives his parents as stable, courageous and loving, he would likely be a good student, good leader and good citizen. The children who receive warmth and acceptance from their parents, they are likely to be high achievers in all areas of life with better adjustment capabilities and high level of aspiration. The children, who are either ignored or rejected by their parents’, are likely to be stubborn, isolated with poor achievements.

Thus it is obvious from the above discussion that children’s behaviour, attitude and personality traits are greatly influenced by that of parents. Because initially a child’s all activities are guided and controlled by its parents.

Gradually with the growth of child, its environment widens from family to school, to peer group to society that results in diminishing of the influence of the parents especially in academic activities of the child. So this becomes essential for the parents to focus on academic activities of their child. Researches conducted on parents’ involvement in academic activities of child demonstrate

significant relation between parents’ role in child’s academic activities and development of some traits of child’s personality.

Edward\(^1\) has shown that mother’s participation in school affairs is positively linked with students reading achievements in schools. Wilson\(^2\) and Washington\(^3\) also state that if parents involve in their children’s academic activities, their grade point average will go up.

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’ participation 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

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\(^1\) W. Edward, “Relationship between Selected Family Variables and Their Relationship to Student Achievement”, Diss. Abst. Int. 38.1, P. 40, 1977

\(^2\) F. H. Wilson “Parental Involvement with Their Children's Education on the Junior High School Level in Urban Schools and its Relationship to Student ‘Achievement.’” Diss. Abst. Int. 37, 6, 3542-3543, 1976

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”

THE PROBLEM

In the present research the researcher sought to explore the relationship that might exist between parent’s academic involvement and their adolescents’ risk-taking behaviour and decision making ability.

The fundamental purpose of this research was to answer the question- which type of parent’s academic involvement influences adolescents’ risk-taking behaviour and decision making ability.

The variables taken in this study have been parent’s academic involvement that is independent variable and adolescents’ risk-taking behaviour and decision making ability are dependent variable. These variables will be clarified in detail in chapter II.

ASSUMPTION

It has been assumed in this study that each type or form of parent’s academic involvement in children’s academic activities has its own unique personality which can be shown in terms of specific
personality features. Children’s interaction with their personality results in development of specific personality.

NEED AND SIGNIFICANCE OF THE STUDY

Parental behaviour is most important factor that influences the personality of the children. School cannot achieve the goal of all round development of the personality only in social context. In fact parental influence cannot be omitted. It is all pervasive of all impacts. Because teacher exerts influence for one year or few years but parents influence a child at least up to 20 years. In this way cognitive, conative and psychomotor development of the child is determined by the environment created by their parents. It has been discussed in detail in review of literature in chapter II.

Generally parents are unaware of the importance of the behaviour of their children’s personality. They either over protect them or provide them excessive freedom. Overprotectiveness tends to develop nervous and dependent children while excessive freedom causes to develop the trait of indiscipline and recklessness. Except it some parents provide academic stimulation and encourage experiments while others discourage activities on the part of the children. It also results in development of positive and negative traits respectively.

Children are nation builders, future makers of nation so it is essential to develop soothing environment to children so that their capabilities and personality may be developed effectively which may fulfill the desires of society along with needs of self.

Undoubtedly heredity factors may be changed desirably so there is a well felt need to undertake research study to impart guidelines to parents, guidance counselors and to schools,
concerning what type of behaviour is likely to foster what type of personality development. In this way understanding the styles of parent’s behaviour makes it possible to develop desirable personality. This understanding will make the child to lead a better life and will eliminate the problems of under achievement and anti social tendencies in children.

In second chapter review of various researches reveal the studies undertaken over parents behavior associating its various dimensions with various features of adolescents’ personality - risk-taking behaviour, decision making ability, cognitive development, creativity, adjustment level of educational aspiration, juvenile tendencies etc.

Parents’ behaviour as studied in some researches covers all dimensions because chief focus in these studies is on overall life space of child. A few studies deal with parent’s academic involvement in children’s risk-taking and decision making behaviour to the best knowledge of the researcher, no research has been conducted on parent’s academic involvement influencing adolescents’ risk-taking behaviour and decision making ability. So it makes this study significant and practical.

Except it most of the said studies deal with different patterns of parental behaviour so it is hard to draw out any conclusive generalization out of them. Hence, the present study has been proposed by the researcher to explore some hidden facts concerning parents’ academic involvement.

The researcher by best of her part has tried to respond various possible questions related to parent’s academic involvement; its impact on adolescents’ risk-taking behaviour and decision making ability.
OBJECTIVES

Objectives of the present study are listed below:

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 decisions-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.

RATIONALE OF THE STUDY

A prime reason beneath this study lies in fact that child’s personality development is determined greatly by parental behaviour. This has been revealed by almost all of the theories of child development that parental behaviour influences child’s personality development.\textsuperscript{1} The importance of inter personal relationship on personality development Cognitive theory of Piaget in spite of its stress on intellectual development as basis of personality development accepts the importance of various environmental factors in which child grows up as essential causative factors of development. In Learning theory of child development of Robert Seers stress is on the process underlying the development as sum total of learning that consists of some

\textsuperscript{1} W. Maire Henry, Three Theories of Child Development, Harper and Row New York (Ed.) Tokyo, P.40, 1969.
specific environmental matrix; including parent child relationship as most important factor of matrix. Several other theories related to parent child relationship also stress on parent child relationship. Three broad categories of family influence have been studied in the literature on adolescent risk-taking: the quality of family interactions, parenting styles and practices and family modeling and socialization of risky behaviours. One of the most robust predictors of alcoholism risk is a positive family history, with the biological offspring of alcoholics being approximately three to five times more likely to develop alcoholism during their life time and more likely to begin using alcohol and drugs in adolescence than the biological offspring of non-alcoholics (Chassin, Rogosch and Barrera\(^1\), 1991; Hawkins, Catalano and Miller\(^2\), 1992). 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\(^3\), 2002; Harris\(^4\), 1995).

Hence, from above discussion one thing is clear that parent child relationship or mode of parental behaviour influences the child’s personality development in a significant manner including risk-taking behaviour and decision making abilities. That is what provides reason for the research in hand showing that parents’

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academic involvement influences adolescents’ risk-taking behaviour and decision making ability.

HYPOTHESES

To attain the said objectives following hypotheses and sub-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.

1.1.1 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Hills (A).

1.1.2 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Space (B).

1.1.3 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Sea (C).

1.1.4 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Commercial Trades (D).

1.1.5 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Police and Intelligence Services (E).
1.1.6 **Sub-hypothesis** - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Fire (F).

1.1.7 **Sub-hypothesis** - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Professional Trades (G).

1.1.8 **Sub-hypothesis** - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Military Services (H).

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

1.2.1 **Sub-hypothesis** - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Hills (A).

1.2.2 **Sub-hypothesis** - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Space (B).

1.2.3 **Sub-hypothesis** - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Sea (C).

1.2.4 **Sub-hypothesis** - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Commercial Trades (D).

1.2.5 **Sub-hypothesis** - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’
Risk-Taking Behaviour in Police and Intelligence Services (E).

1.2.6 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Fire (F).

1.2.7 Sub-hypothesis - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Professional Trades (G).

1.2.8 Sub-hypothesis - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Military services (H).

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

1.3.1 Sub-hypothesis - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Hills (A).

1.3.2 Sub-hypothesis - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Space (B).

1.3.3 Sub-hypothesis - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Sea (C).

1.3.4 Sub-hypothesis - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Commercial Trades (D).
1.3.5 **Sub-hypothesis** - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Police and Intelligence Services (E).

1.3.6 **Sub-hypothesis** - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Fire (F).

1.3.7 **Sub-hypothesis** - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Professional Trades (G).

1.3.8 **Sub-hypothesis** - There is no significant effect of Parents’ Disciplinary Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Military services (H).

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.

**DEFINITION OF THE TERMS USED**

The main terms used in the present study are parents’ academic involvement among school distinction holders in
professional courses and schoolers personality traits. The former variable is independent and later one is dependent variable. These terms are defined as follows:

The term parent’s academic involvement among school distinction holders in professional courses reflects the style and intensity of parental involvement in academic activities of school, distinction holders in professional courses. Parents’ involvement is wide phenomenon as parents and child interact in diversified settings for diversified purposes. Hence it becomes very difficult to define mode of parental Involvement in a way which can be applied to each and every setting where parents and children interact for various purposes. Champney\(^1\) has expressed that parent child interaction is so complex that it cannot be defined in objective way. He has elaborated parental behaviour classifying it into 30 categories viz. child centeredness of home, approval, acceptance and affection etc. for Fels Parent Behaviour Rating Scale.

Further in order to develop a parental attitude scale Shoben\(^2\) has divided parental behaviour and attitude into four categories that is - dominant, possessive, ignorant and miscellaneous. Another functional definition of parental behaviour is given by Roe and Siegelmen.\(^3\) In a Parent Child questionnaire, he has categorized it into 6 classes that is loving, demanding, casual rejecting, neglecting and protecting. Milton\(^4\) in his interview technique has defined

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parental involvement in terms of strictness, non permissiveness of parental behaviour, general family interaction, affectionate mother child relationship and responsible child training orientation and attitude towards aggressiveness and punitiveness. Schutz\(^1\) has explained parental involvement in view of child perception as parental warmth, parental attention and discipline.

On the same line Schaefer\(^2\)’s definition of parental participation has been based on child perception. He has defined parental behaviour into 8 dimensions viz. autonomy, autonomy and love, love and control and so on. These dimensions are further elaborated by him into 26 specific dimensions; each one of which represents specific form of parental behaviour. Some of these dimensions are extreme autonomy, moderate autonomy, intellectual stimulation, parental directions, negligence and ignoring.

On the basis of above discussion, it is obvious that none of the definition is as comprehensive as Schaefer’s. This definition of parental behaviour is given below. For the purpose of present research, the term parental academic involvement has been defined in different ways of parental behaviour which are related to children’s academic activities. Various dimensions of parental behaviour are classified into 26 dimensions. Each of these dimensions represents some specific parental behaviour.


This classification of parental behaviour is given below:

1. Extreme Autonomy,
2. Lax Discipline,
3. Moderate Autonomy,
4. Encouraging Sociability,
5. Positive Evaluation,
6. Sharing,
7. Expression of Affection,
8. Encouraging Independence,
9. Emotional Support,
10. Equalitarianism,
11. Intellectual Stimulation,
12. Child Centeredness,
13. Possessiveness,
14. Protectiveness,
15. Intrusiveness,
16. Suppression of aggression,
17. Strictness,
18. Punishment,
19. Control through guilt,
20. Parental Direction,
21. Nagging Behaviour,
22. Negative Evaluation,
23. Irritability,
24. Rejection,
25. Neglect,
26. Ignoring.
After classification these 26 dimensions are grouped into three clusters, these clusters or factors have included these dimensions as follows:

**FACTOR 1  FAVOURABLE PARENTS’ ACADEMIC INVOLVEMENT:**

1. Moderate Autonomy,
2. Encouraging Sociability,
3. Positive Evaluation,
4. Sharing,
5. Expression of Affection,
6. Encourages Independence,
7. Emotional Support,
8. Equalitarianism,
9. Intellectual Stimulation,
10. Child Centeredness,
11. Parents Direction and

**FACTOR 2  UNFAVOURABLE PARENTS’ ACADEMIC INVOLVEMENT:**

1. Extreme Autonomy,
2. Lax Discipline,
3. Possessiveness,
4. Intrusiveness,
5. Nagging Behaviour,
6. Negative Evaluation,
7. Irritability,
8. Rejection,
9. Neglect and
10. Ignoring.
FACTOR 3 DISCIPLINARY PARENTS’ ACADEMIC INVOLVEMENT:

1. Suppression of Aggression,
2. Strictness,
3. Punishment and
4. Control through Guilt.

These three factors with 26 dimensions of parental behaviour have been defined in terms of various academic involvements of school distinction holders. This academic involvement includes:

- Home Work
- Time table
- Fulfillment of Academic Requirement
- Providing Supporting Academic Environment
- Providing Expert Guidance
- Selection of School
- Selection and Preparation for Career
- Selection of Subject
- Visit to School
- Supporting in School Examination

All the three factors with 26 dimensions of parental behaviour with reference to academic activities have been undertaken to explore it among the school distinction holders in professional courses.
RISK-TAKING BEHAVIOUR

In the present study the Risk-Taking Behaviour is the second main variable. This variable may be defined in the following manner:

Risk-taking refers to the tendency to engage in behaviours that have the potential to be harmful or dangerous, yet at the same time provide the opportunity for some kind of outcome that can be perceived as positive. Driving fast or engaging in substance use would be examples of risk-taking behaviour. They may bring about positive feelings in-the-moment. However, they can also put at risk for serious harm, such as an accident.

DECISION MAKING ABILITY

In the present study the Decision Making Ability is the third main variable. This variable may be defined in the following manner:

In its simplest sense: 'Decision Making is the act of choosing between two or more courses of action'. Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Decision making is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made from among them.

DELIMITATIONS OF THE STUDY

The researcher in the present study has tried to study the effect of parental academic involvement on the Risk-taking behaviour and Decision making Ability of adolescents. Though topic of research is vast enough, it is difficult if not possible to cover all
areas within single research. Hence, the researcher has delimited her study in following ways:

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 institutions, 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.