CHAPTER – V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

The results of the present study have been obtained. In this chapter a critical interpretation and discussion of the obtained results has been done. The implications of these results and suggestions for further research are also discussed here.

The broad question to be answered through this study has been “Does Parents’ Academic Involvement affect the adolescents Risk Taking Behaviour and Decision Making Ability”? The present chapter has been divided into following heads-

1. Findings of the Study,
2. Conclusions of the Study,
3. Implications of the Study,

FINDINGS OF THE STUDY
The hypothesis to be tested was

A) Hypotheses related to Risk-Taking Behaviour of Adolescents.
5.1 Hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Risk-Taking Behaviour (T) of Adolescents.

The findings are as follows-

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.

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

The findings are as follows-

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.

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

The findings are as follows-

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.

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

The findings are as follows -

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.

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

The findings are as follows -

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

The findings are as follows-

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.

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

The findings are as follows-

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.

5.1.7 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Professional Trades (G).
The findings are as follows-

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.

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

The findings are as follows-

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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.

5.2.3 Sub-hypothesis - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Sea (C).
The findings are as follows –

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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.

5.2.6 Sub-hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Fire (F).
The findings are as follows –

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.

5.2.7 Sub-hypothesis - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Professional Trades (G).
The findings are as follows –

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.

5.2.8 Sub-hypothesis - There is no significant effect of Parents’ Unfavourable Academic Involvement on the Adolescents’ Risk-Taking Behaviour in Military services (H).
The findings are as follows –

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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

The findings are as follows –

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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

The findings are as follows –

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.

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

The findings are as follows –

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.

B) Hypotheses related to Decision Making Ability of Adolescents.

5.4 Hypothesis - There is no significant effect of Parents’ Favourable Academic Involvement on the Decision Making Ability of Adolescents.
The findings are as follows –

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.

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

The findings are as follows –

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.

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

The findings are as follows –

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.
CONCLUSIONS OF THE STUDY

Following conclusions may be drawn from the results obtained from the study in hand:

1. Related to Risk-Taking Behaviour

A. Parents’ Favourable Academic Involvement

1. The Risk-Taking Behaviour of Adolescents of the Parents showing high Favourable Academic Involvement is higher.

2. The Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents showing high Favourable Academic Involvement is higher.

3. The Risk-Taking Behaviour in Space (B) of Adolescents of the Parents showing high Favourable Academic Involvement is greater.

4. The Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents showing high Favourable Academic Involvement is higher.

5. The Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents showing high Favourable Academic Involvement is greater.

6. The Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents showing high Favourable Academic Involvement is greater.

7. The Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents showing high Favourable Academic Involvement is higher.
8. The Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents showing high Favourable Academic Involvement is greater.

9. The Risk-Taking Behaviour in Military services (H) of Adolescents of the Parents showing high Favourable Academic Involvement is higher.

B. Parents’ Unfavourable Academic Involvement

1. The Risk-Taking Behaviour of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

2. The Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

3. The Risk-Taking Behaviour in Space (B) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

4. The Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

5. The Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

6. The Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.
7. The Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents showing high Unfavourable Academic Involvement is higher.

8. The Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

9. 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

1. The Risk-Taking Behaviour of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

2. The Risk-Taking Behaviour in Hills (A) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

3. The Risk-Taking Behaviour in Space (B) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

4. The Risk-Taking Behaviour in Sea (C) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

5. The Risk-Taking Behaviour in Commercial Trades (D) of Adolescents of the Parents showing High and Low Disciplinary Academic Involvement is same.
6. The Risk-Taking Behaviour in Police and Intelligence Services (E) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lesser.

7. The Risk-Taking Behaviour in Fire (F) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

8. The Risk-Taking Behaviour in Professional Trades (G) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lesser.

9. The Risk-Taking Behaviour in Military services (H) of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

2. Related to Decision Making Ability

1. The Decision Making Ability of Adolescents of the Parents showing high Favourable Academic Involvement is larger.

2. The Decision Making Ability of Adolescents of the Parents showing high Unfavourable Academic Involvement is greater.

3. The Decision Making Ability of Adolescents of the Parents showing high Disciplinary Academic Involvement is lower.

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 effort 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. In many matters adolescent need different kind of educational treatment from their parents. They use extreme autonomy or no autonomy at all for adolescents, they either overprotect them or neglect them. 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. The knowledge evolved by this study may make them more insightful in the craft of handling their adolescent academic activities distinguish. Having come to know the kind of treatment that influences adolescents, educational development in the desirable direction, they may try to shape their behaviour in those directions. 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. The benefited by the knowledge of the findings of this study. In their case, this my work as a reinforcement
device. 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 in to 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. For utilize this knowledge in performing their task more effectively. For instance if a teacher confronts the problems related to risk taking ability and decision making ability of adolescent in the same class environment, he may discuss it with parents in light of the knowledge of the present findings. Another implication of the findings for a teacher rests in the fact that a teacher in the school plays a role of Surrogate. Hence, what is true for parents' academic involvement should be applicable to teachers behaviour also. 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\(^1\) the teachers may learn and practice the principle;

\(^1\) Rekha Agrawal Ioc.cit.
“Teachers” active involvement in children’s academic activities plays an important role in the Educational Development of Child.

C. Implications for Guidance and Counseling Workers

The findings of this study are also important for the Psychologists and guidance workers, school psychologists and counselor in coeducational school, which is very common these days, may try to analyze educational problems of adolescents from the point of view of the parents’ academic involvement. This study compares the parents’ academic involvement in relation to risk taking behaviour and decision making ability of their adolescent. It implies that some of the academic involvement of parents are not applicable on adolescents. This study also points out that un-thoughtful parents’ involvement in 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 with 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. According to Agrawal\(^1\) Re-education programmes may be organized by the school counsellor for even those parents whose children have no educational problems as they may be urged to functions relay centre for the foregoing key ideas. The researcher is in full support of this view point. It has to be impressed upon parents by the Guidance teachers that for the healthy development of adolescent, the parents should provide healthy and careful academic involvement keeping in mind the findings of the study in relation to adolescent.

D. Implications for Policy Planning

The Findings of the study have implications for policy planning also. Government of India 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\(^2\) recommends programmes of mass counselling to be organized for parents.

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\(^1\) Rekha Agrawal, Ioc.cit.
\(^2\) Rekha Agrawal, Ioc.cit.
Thus there are far reaching implications of the findings obtained in this study.

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. The suggestions being tendered in this section are a consequence of the insight that emerged from the experience in course of this work. 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 that is on VI-X class about 11-15 years old male and female children 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.

Similarly studies may be conducted at other levels also. Primary and Pre-primary school children of 5 to 7 and 8-10 years of age may also be studies. Perhaps, in their case the findings may be different. It is hypothesized, in view of the researches done in this field that age should be highly correlated with the relationship between parents’
academic involvement and the educational development of children. Future research in this field should test this hypothesis.

The study can be conducted in both the ways cross section manner as well as in longitudinal manner. The male and female children of 12 to 13 years age may be sampled and studies simultaneously at one point of time in case of cross section manner. But in case of longitudinal study the same group of male and female children (12 years old) may be studies first at the stage when they are 12 years old. Next when they are 13 years old and then when they are 14 years old, this may tell us if the relationship between Parents’ Academic involvement and educational development of children of both sex remains stable or not form stage to stage.

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 and 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 view point 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.

This 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 this investigator 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 investigator feels that further researches may deal with other type 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.