Review of Literature
Chapter- II

Review of Literature

Review of related literature is an important research effort as it provides comprehensive understanding of what is already known about the topic. The main function of citing review of literature is to provide a basis for developing a frame work. Familiarity with research work of others provides up-to-date knowledge of the latest developments, findings, recommendations, tools and loop holes of researches. It helps to avoid duplication of what has already been done, and provides useful directions and helpful suggestions for research work. Thus an attempt has been made in this chapter to review the studies related to this investigation.

The present chapter is catalog into following factor of research:

- *Family environment with reference to adolescents.*
- *Adolescent development*
- *Achievement motivation*
- *Family environment with reference to adolescents and achievement motivation*

**Family environment with reference to adolescents:**

Rajesh Kumar1, Roshan Lal2(2014) .The adolescent is the real capital of any society and we should protect and preserve it for the betterment of the society and nation. The present study is an attempt towards examine the pattern of relationship between the academic achievement and family environment. The research was carried out of 200 adolescents in the age group of 15 to 18 years. The researchers used academic achievement scores which were the aggregate percentage of marks from the previous two classes, serve as indicators of academic achievement. Moos (1974) Family Environment Scale (FES) was used to study the impact of family on adolescent's academic success. The academic scores of girls were found better than the boys while boys lead the girls on family environment scores where the t-value was significant at 0.01 levels. There was a clear cut difference between the scores of high and low groups and the t-value was again significant at 0.01 levels. The obtained results indicate that
the adolescent experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environment.¹

V. Ramaprabou (2014) study the effect of family environment on adjustment patterns. For these 70 adolescents studying undergraduate programmes were randomly selected from the Arts and Science Colleges of Puducherry. Family Environment Scale by Harpreet and Chadha (1993) and Adjustment Inventory for College students constructed and standardized by Sinha and Singh (1971) was used for data collection. Analysis was done by using one way ANOVA. Findings of the study revealed that family environment has significant effect on the adjustment patterns of the students.²

Deepshikha and Suman Bhanot (2011) study was to assess family environment of adolescent girls and its impact on their socio-emotional adjustment. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. Family Environment Scale (FES) and Adjustment Inventory for School Students (AISS) were administered. Data was analyzed in terms of percentage and multiple regression analysis. The statistical analysis revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.³

Neha acharya and shobna joshi (2011) reported that relationship between parental support and achievement motivation play pivotal role. The result of study indicates a positive correlation between achievement motivation and parental support, respectively. Parental support shows strong influence on adolescent achievement motivation.⁴

Devi and Kiran (2002) reported that large family size, low educational status of parents, low parental involvement and low parental encouragement were found to be the major family factors associated with scholastic backwardness on a study on family factors associated with scholastic backwardness of secondary school children in Hyderabad city.⁵

Steinberg & Morris, (2001) In most families, conflict is more expected to be about clothing, music, and leisure time than about more serious matters such as religion and core values. In its most serious form, this highly stressful environment is associated with a number of negative outcomes, including juvenile delinquency, moving away
from home, increased school dropout rates, unplanned pregnancy, membership in religious cults, and drug abuse (Steinberg & Morris, 2001). In general, conflict increases in early adolescence, reaches its height in mid-adolescence (ages 14-16), and declines in late adolescence (ages 17-18).

Barbara N. Allison, (2000) The early years of adolescence are characterized by dramatic physical, cognitive, social, and emotional changes initiated by the onset of puberty. These changes are associated with transformations in family relationships and with the emergence and escalation of conflict between young adolescents and their parents. Research indicates that parent-adolescent conflict increases during the middle school years and involves the everyday events of family life. During this period, conflict has been found to be most evident in interactions between adolescents and their mothers. The prevalence of parent-adolescent conflict during the early adolescent years has direct implications for middle school programs, presenting an opportunity for family and consumer sciences teachers to address the real-life problems and concerns of students. By incorporating a practical problem-solving approach, teachers can empower young adolescents to resolve conflicts with parents in more effective ways, and thereby enhance family relationships.

Kohl et al. (2000) conducted a study on family factors which potentially put parental involvement at risk. The participants in the study were parents, teachers and 350 children of America. Family and social data were collected through interviews conducted with parents. Parental involvement was rated by teachers and parents separately using a purpose designed instrument. Highly educated parents encouraged their children more to achieve. Findings also indicated positive relationship between academic achievement and parental education.

Santrock, (2000) Family relationships undergo a transformation during the transition to adolescence that is often accompanied by an increase in conflict between adolescents and their parents. Teachers and students alike need to realize that conflict is a normal and expected component of adolescent-parent relationships that often escalates during this time as young people push for more independence, challenge parental authority, and seek rationales for parental demands.
Stattin and Kerr (2000) investigated links between parental knowledge and several potential sources of that knowledge including parental solicitation (parents’ active attempts to elicit information from their adolescents), parental control (defined as the rules parents put in place that limit their children’s activities and thus provide parents knowledge about what their adolescents are doing), and adolescents’ voluntary disclosure of information to parents.\footnote{10}

Izzo et al., (1999). Moreover, substantiation data also suggests that different aspects of parental involvement have differential or even opposite effects on different elements of student achievement motivation. For instance, students were involve in school activities when their parents participation is more frequent in school functions; however, they reported less engagement in school when parents initiated contact with school personnel more frequently.\footnote{11}

McKeown et al., (1997) studied on Family cohesion (i.e., the emotional bonding among family members and the feeling of closeness) is expressed by feelings of belonging and acceptance within the family system. Finding of study was that adolescents’ perceptions of low cohesion within their families were associated with heightened feelings of depression and reduced social acceptance.\footnote{12}

Wentzel and Feldman (1996) and McKeown et al. family cohesion is important to understand family system and adolescents perception towards the family. Present study has found that adolescents’ perceptions of low cohesion within their families were associated with heightened feelings of depression and reduced social acceptance.\footnote{13}

Lane & Molyneaux, (1992) also explored that Communication regulates cohesion and adaptability in a family. The interpersonal communication problems of adolescents with language disorders have serious consequences for their family relationships as well.\footnote{14}

Phyllis Bronstein, Martha Fitzgerald, Maria Briones, Jean Pieniadz and Adele D'Ari (1993) Parents' support of their children's emotional expressiveness was examined in relation to the children's social and psychological adjustment over a 3-year period. Nonhostile expression of emotion within the family (both observed and self-reported) appears to have provided a buffer against psychological problems over the transition to middle school and to have enhanced concurrent and long-term developmental outcomes, as evidenced by greater peer popularity, more positive self-concept for girls,
and more positive social behavior in the classroom for boys. Parents' and children's levels of observed emotionality were highly intercorrelated, suggesting that parents were modeling a level of emotional expressiveness that was similar to the level they allowed or supported in their children.\textsuperscript{15}

Brown, (1990). Relationships between adolescents and adults consist typically of concord rather than discord, affection rather than alienation, and dedication to rather than rejection of family life. During the stage of adolescence, parents are used as imperative resource of knowledge, values, and emotional support, particularly on vital issue, such as educational choices and career matters Overall, relationship mainly concern with how family members communicate with each other.\textsuperscript{16}

Roelfse and Middleton, (1985), In most of the societies about a century ago, the family was the most valued system in almost all spheres of life and human living. Family is the only institution which provides the security and support without any rewards in return. The effectiveness of family functioning in conditioning the children's personality and social development has an outstanding importance.\textsuperscript{17}

The study by Ferguson (1987) investigated that parent's behavior is crucial element of home environment. Parent's behavior influences the cognitive development through the amount of interaction, provision of support in problem solving activities and allowing children to explore. Study entails that controlling and punitive home environment is essentially detrimental for cognitive development and thus academic achievement.\textsuperscript{18}

It has also been reported by Estrada et al. (1987) that positive relationship between parents and children augment the probability that the child will initiate and persist in challenging and intellectual tasks. Relationship became vulnerable when control and punishment exist beyond optimum limits. Control and punishment plays important role in enhancing achievement motivation.\textsuperscript{19}

Shah and Sharma (1984) conducted a study to investigate the effect of family climate on students' academic achievement. Data was collected by administering family climate scale to the sample of 200 children consisting 118 boys and 82 girls of ninth class from the schools of Pury and Jehri districts of Kashmir. The results revealed that family environment was significantly and positively related with academic achievement of the students.\textsuperscript{20}
In a study Clark (1983) found that parents of high achieving students exhibit a greater sense of responsibility in helping their children to expand general knowledge and literacy skills and initiated more contacts school personal than did the parents of low achieving student.  

Fox et al., (1983) Families of delinquent or uncontrollable adolescents are characterized by poorer family relationships and less social connectedness. In general, these families are lower on cohesion and independence and higher on conflict and control.  

- Adolescents:  

Gestsdottir and Lerner (2008) reported that adolescence is a period of marked change in the person's cognitive, physical, psychological, and social development and in the individual's relations with the people and institutions of the social world. These changes place adaptational demands on adolescents, ones involving relations between their actions upon the context and the action of the context on them, a bidirectional process that has been labeled developmental regulation. The attributes and means through which the adolescent contributes to such regulation may be termed self-regulation.  

Dykeman, Daehlin, Doyle, & Flamer, 1996; Evans, Heriot, & Friedman, 2002; Olweus, 2005). Prior studies examining the link between individual variables and aggressive behaviour in adolescence have demonstrated, for instance, that aggressive adolescents are normally unable to anticipate the negative consequences of their behaviours for the victim, showing lower levels of empathy.  

Demetriou, 2000; Rothbart et al., 2007; Shonkoff & Phillips, 2000). Studied on changes during adolescence, in their study they found that, Changes in self-regulation in the years prior to adolescence center on controlling emotion, attention, and behavior, as well as on self-monitoring and response inhibition. These changes closely follow changes in the brain and cognitive development.  

Hartzell, (1984), according to hartzell adolescents transition period can be explained in terms of “orderly and serene” or “turbulent and unpredictable,” adolescents often complain about their frustration due their lack of understanding of the normal development period and changes due to the milestones of development.  

- **Achievement motivation:**  

Chowdhury et al. (2007) opined that achievement motivation is inner drive that directs students' behaviour towards the fulfillment of their goal. Extrinsic and intrinsic motivation found to have positive relationship with academic achievement.

Spinath, Spinath, Harlaar, & Plomin, (2006). Achievement motivation is considered a prerequisite for success, not only in academic, but also in sports- and job related situations. In academic settings, the interest in motivation is partly inspired by the notion that students' motivation, operationalized, e.g., as their competency beliefs and value beliefs, could be more malleable than their cognitive ability, and as such could prove to be a potential lead for the educational system for improving learning and achievement processes in students.

Isen & Reeve, (2005); Motivation can have internal and external factors that guide or influence an individual. Intrinsic motivation describes the internal factors for engaging in a behavior without incentives or rewards.

Kaur (2004) compared achievement motivation of students. The sample was comprised of 200 boys and girls of eleventh class of the residents of urban and rural areas of Ludhiana District. Results showed that there was a significant difference between achievement motivation of boys and girls and there was also a significant difference between achievement motivation of rural and urban students.

Vallerand, (2000) Research proposes that there are three different hierarchical levels on which intrinsic and extrinsic motivation interact with characteristics of the individual to influence behavior: global, contextual, and situational.

Archer et al. (1999) studied the interrelationship among characteristics that predicted achievement among undergraduate students. The sample included 71 older and 61 younger students from Australia. The data was gathered through a questionnaire.
containing measures of motivation. The results in the college records were taken as the academic achievement of the students. The findings revealed that motivation had positive relationship with academic achievement of the groups.  

Ahmed (1998) conducted a study on achievement motivation differences among adolescent boys and girls of various ordinal positions. The sample was comprised of 120 students of the age group of 13-18 years of Mumbai city. Data was collected by Shafi’s achievement motivation scale. The results revealed that there was no significant difference in achievement motivation of the boys and girls.  

Siana et al. (1998) conducted a study on motivation and attribution on a sample of 985 secondary schools students of London. The results indicated that the male and female students rated their parents as more important in contributing to their academic success.  

Graham & Weiner, (1996) Achievement can also be described as energy that is used to overcome challenges and persevere to conquer a goal. Motivation relates to an individual’s reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual.  

- **Family environment with reference to adolescents and achievement motivation**  

Ashvinkumar R. Soni (2013) researcher carried out study with standard 10th from urban and rural primary schools randomly selected from Banaskantha district. Their age ranged between 13 and 17 years. Two questionnaires, Academic Achievement Motivation Test by Sharma T.R and home environment questionnaire, were used to provide information on the pupil’s levels of academic motivation and home environment. A significant (p < 0.05) positive relationship was found between five factors of the home environmental, that is mother’s occupation (r = 0.26), father’s occupation (r = 0.24), mother’s education (r = 0.19), father’s education (r = 0.16) family size (r = 0.29) and academic achievement motivation. Parental encouragement was the only factor that was not significantly (r = 0.04) related to academic achievement motivation. Although these correlations are low, they showed that pupils’ motivation to do well in academic work is to some extent dependent on the nature of their home environment. It was recommended that parents
need to be aware of the importance of their role in their children’s academic achievement motivation so that they can provide the necessary facilities at home.

Mandeep Kaur & Puneet Kaur (2013) Parental education provides a robust indicator of parental functioning that predicts child well being across diverse communities. The family in which the child grows up markedly influences the child’s attitude and behaviour. The child imitates his parents as a model for adjustment in society. If the parents are well educated, this gives the child good modelling to adjust in school and society. Thus to study the effect of parental education on the achievement, study habits and inferiority of children, 100 children (50 children of high educated parents and 50 children of low educated parents) were taken. The data was subjected to t-test. Findings revealed that children of high educated parents were high in achievement motivation, good in study habits and low on inferiority complex as compared to children of low educated parents.

Janet T.Y. Leung & Daniel T.L. Shek (2013). The relationships between parent-adolescent discrepancies in perceptions of family functioning and adolescents’ achievement motivation and psychological competence were examined. The respondents included 275 Chinese intact families experiencing economic disadvantage in Hong Kong. Results indicated that parents and adolescents had different perceptions of family functioning. Father-adolescent discrepancies in perceived family functioning were negatively related to adolescent achievement motivation; both father-adolescent and mother-adolescent discrepancies in perceived family functioning were also negatively associated with the psychological competence in poor adolescents. The present findings provided support for the thesis that family functioning plays an important role in shaping the developmental outcomes of adolescent experiencing economic disadvantage.

Sharma and Tahira (2011) investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through a questionnaire that assessed personal information and science achievement test developed by the researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children.
Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil’s levels of academic motivation and home environment. A significant positive relationship was found between six of the home environmental factors, that is fathers’ occupation, mothers’ occupation, fathers’ education, mothers’ education, family size and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation. These correlations showed that pupils’ motivation to do well in academic work is to some extent dependent on the nature of their home environment.41

Wilkins (2009) carried out a longitudinal study to evaluate family processes promoting achievement motivation and perceived competence among Latino youth. The sample consisted of 15,362 Latino adolescents from immigrant families. Data were collected by administering parental involvement in schooling scale by Steinberg and others to assess the degree parents assisted their child and achievement motivation scale created by the researcher himself. It was confirmed that parental involvement related significantly and positively to the processes of achievement motivation 42.

Meena Siwach nee Daulta (2008) assessed the effect of home environment on the scholastic achievement of children of class VIII. The study revealed that boys of high 49 home environment group achieved significantly greater mean score than the boys falling in the group of low home environment. The impact of home environment has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. But the difference was not significant at 0.05 level and results also showed that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. It was found that as the quality of home environment gets declined, the level of scholastic achievement also comparatively declines in boys. 43

home environment had significant positive correlation with 'high' level (P<0.001) of achievement motivation among high achievers. It was found that as the quality of home environment gets depreciate, the level of achievement motivation also gets deteriorate. ‘Internal’ locus of control had significant positive correlation with quality of home environment. ‘External’ locus of control was non-significantly related with achievement levels and quality of home-environment. Significantly greater proportion of high achievers with ‘average’ level of achievement motivation showed ‘internal’ locus of control. Whereas distribution of high achievers with high and low levels of achievement motivation showed no significant difference for the internal and external locus of control. 44

Halawah (2006) studied the effect of motivation, family environment, and student characteristics on academic achievement of 388 high school students (193 males and 195 females) from Abu Dhabi District, United Arab Emirates (UAE). A Likert-type instrument that consisted of three parts (scales) was used to measure students' level of motivation, parental influences, and students' characteristics, while academic achievement was measured using student's GPA. Calculations were also breakdown by gender to assess differences between male and female students. Students' mean level of motivation was less than the means of parental influence and student's characteristics. No gender differences were observed on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and students characteristic. The highest correlation value was observed between family environment and students' characteristics. Academic achievement is positively related with motivation and family environment. 45

Gonzalez-DeHass et al., (2005) Most of the research has specified a positive link between parental involvement and students' achievement motivation and attitudes. 46

Malvinder Ahuj and Sunitha Goyal (2005) they study on achievement and aspirations of adolescents observed high parental involvement leads to high achievement and low parental involvement resulted in low achievement. 47
Sunitha (2005) examined academic learning environment of students from aided and unaided co-educational high schools on a sample constituting 240 students from the schools of Dharwad city. Data were collected by administering home learning environment scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. Family size was found to have negative influence on the academic learning environment whereas home learning environment had significant and positive relationship with academic achievement of the students.  

Vamadevappa (2005) has found that there was a positive and significant relationship between parental involvement and academic achievement among higher primary students. Good parental involvement leads to higher academic achievement. And achievement of girls was more than the achievement of boys among high parental involvement group.  

Rani Mohanraj and Latha (2005) the study aimed to investigate the relationship between family environment, the home adjustment and academic achievement in adolescents. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral – religious issue with minimal conflict. Cohesion, conflict, control, intellectual – cultural orientation and independence in the family environment influenced home adjustment. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment.  

Tavani and Losh (2003) studied motivation, self-confidence and expectations as predictors of academic performance. On a sample of 4012 high school students of Florida the freshman survey instrument developed by cooperative institutional research program was employed to collect the data. The findings indicated that parental education was found to be significant predictors of educational achievement. Parental education had also positive relationship with achievement motivation of the students.  

Christenson & Sheridan, (2001) the authors contend that the literature supports their conclusions that “families are essential, not just desirable” to the educational success of their children. They recommend an approach to family involvement that: 1) focuses on relationships; 2) recognizes collaboration is an attitude, not activity; 3) creates a vehicle
to look at the bigger picture about student learning; 4) shares information and resources; and 5) establishes meaningful roles for all partners. Family involvement that is linked to student’s learning has a greater effect on achievement than general forms of involvement such as volunteering and decision making.  

Marchant et al. (2001) also raised the same aspect that parental involvement at home and at school differentially related to student motivation and suggested investigations of more relational aspects such as parental involvement in academic and nonacademic activities.  

Panda and Jena (2000) studied the effect of some parental characteristics on students’ achievement motivation. The sample comprised of 200 students of ninth class selected from six secondary schools of Jaipur and Kalakhandi districts. The results indicated that the students belonging to Jaipur whose father had high educational qualification had better achievement motivation as compared to the students of Kalakhandi districts whose father had low educational qualification. The findings also revealed that parental education was positively related with achievement motivation.  

Swanson (2000) studied the relationship between emotional adjustment and scholastic achievement by taking a sample of 345 students selected through random sampling technique and found that achievement of students get affected by his emotional adjustment and had positive relation with it.  

Saxena (2000) explored the impact of family relationship on adjustment, anxiety, achievement motivation, self concept and academic achievement of high school students and establish that family relationship take part in a formative role to endorse the adjustment of the students; significant difference was observed among boys and girls in the area of emotional, social and educational adjustment but boys had better educational adjustment than girls.  

Khare and Garewal (1996) conducted a study on home environment and academic achievement of elementary school children. The sample comprised of 212 students of middle schools of Bhopal. The results indicated that home environment had significant relationship with academic achievement of students.
Studies of Paul (1996) revealed that there is significant degree of conflict with less cohesion and organization in the emotionally disturbed families. Families of successful students showed high achievement orientation and organization in the family regardless of social class.  

Grolnick and Slowiaczek (1994) revealed that not all feature of parental involvement envisage student achievement motivation and called for further studies investigating assorted component of parental involvement and different elements of student achievement motivation.  

Ginsburg and Bronstein (1993) studied family factors related to children’s intrinsic and extrinsic motivational orientation and academic performance. Data were collected from 93 fifth grade students and their parents. Achievement scores were obtained from school records. Parental negative control, non-involvement, extrinsic rewards and over- and under controlling family styles were found to related significantly with extrinsic motivation and lower academic achievement of the students. On the other hand parental encouragement was associated with intrinsic motivation of the students. Autonomy-supporting family styles were found to have positive association with academic performance of the students.  

The study by Dornbusch and Ritter (1992) also found that parental encouragement and rewards for grades are positively associated with improvements in academic performance. Parent’s involvement in their academics is positively correlated with children level of performance and achievement motivation.  

Cheung & Lau, 1985; Boys' and Girls' Clubs Association of Hong Kong, (1992). Empirical data of study support the notion that the nature of the family environment (e.g., level of cohesion, degree of conflict, and organization) is strongly associated with adolescent coping style (Family environment also influences adolescent coping ability via its effect on self-esteem and sense of mastery. Some studies have shown that the more conflictual and less cohesive the family environment is perceived to be, the lower the individual's level of self-esteem.  

Steinberg et al. (1992) studied the impact of parenting on adolescent achievement on a heterogeneous sample of approximately 6400 American 14-18 year old students. He concluded that authoritative parenting lead to better school performance and stronger
cognitive engagement among the adolescents. Parental encouragement is much more likely to promote adolescents school success when it occurred in the context of an authoritative home environment. Authoritative home environment related positively to the achievement of students. 63

Hoelter and Harper (1987) found that family support had a significant effect on self-esteem for both adolescent boys and girls. Family support exerted its influence through sensitizing children to their self-worth (Gecas, 1972) and enhancing achievement motivation, which in turn increased their self-esteem (Hoelter & Harper, 1987). Moreover, in several studies, perception of family cohesiveness, organization, and expressiveness was associated with positive self-esteem whereas perception of family conflict-proneness and control was associated with negative self-esteem in seventh and eighth graders (Burt, Cohen, & Bjorck, 1988; Leung, Salili, & Baber, 1986; Boys' and Girls' Clubs Association of Hong Kong, 1992). 64

Sarkar (1983) made an attempt to study the contribution of some home factors on children's scholastic achievement. Sample consists of 192 students of which 96 students were high achievers and 96 were low achievers. Tools used were Cattell's Culture Fair Intelligence Test; Schaefer and Bells Parental Attitude Research Instrument; Examination marks. Data was analysed with the t-test and Product Moment Correlation. Major findings were (1) the home variables such as educational environment, income, social background, provision of facilities and parent child relationship showed a significant difference between the high achievers and low achievers at .01 level. (2) The child rearing attitude of the mothers of the two groups showed significant difference between the mothers of the high achievers and the low achievers at .01 levels. 65

Bernard, (1971) The family environment also affects the academic achievement, which is the product of maturational forces within the adolescent and the experiences provided by the environment. 66

Radin (1971) determined that parental warmth, acceptance and nurturance foster achievement motivation and intellectual development. A supportive warm home environment which encourages exploration, curiosity and self-reliance leads to high achievement. In malevolent homes characterized by extreme punitiveness and rejection, or in homes where the father is extremely authoritarian and enmeshes the child in rigid rules and regulations low achievement result. 67
References:


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