

CHAPTER - II

RELATED LITERATURE AND RESEARCH: A REVIEW

Section - I Research Studies on Adolescent-Parent Relationship Abroad

Section - II Research Studies on Adolescent-Parent Relationship and Their Effect on Academic Achievement in Various Contexts in India

CHAPTER-I I**RELATED LITERATURE AND RESEARCH: A REVIEW****SECTION-I**

This chapter on review of related literature consists of two sections. Section-I deals with the research studies on Adolescent-Parent relationship in foreign countries. Section-II deals with the research studies on Adolescent-Parent relationship and its effect on adolescent's academic achievement in various contexts in India.

RESEARCH STUDIES ON ADOLESCENT-PARENT RELATIONSHIP ABROAD

William R. Moorowand, Wilson, R.C. (1961) studied, 'Family Relations of Bright High-achieving and Under-achieving High School Boys'. Hypotheses of the study: (a) more emotionally supportive home environment, and more specificity, (b) greater family sharing in recreation, decision-making, and exchange of confidences and ideas; (c) greater mutual parent-child affection, acceptance, trust and approval; (d) less parental domination, severity and restrictiveness; (e) more sympathetic parental encouragement of achievement, but less overinsistence on achievement; (f) greater harmony between parents and more regularity of home routines.

It was hypothesized further that students' family

relations influence their school achievement via certain mediating variables. Specifically, it was hypothesized that supportive home environments are associated with positive student attitudes towards a) teachers, b) school, and c) intellectual activities, as representing the adult. Results of this study were as follows:

High achievers more than under-achievers a) described their families as typically sharing reactions, ideas, and confidences; b) described their parents as approving and trusting, affectionate, encouraging (but not pressurising) with respect to achievement, and relatively non-restrictive and non-severe; and c) described themselves as accepting their parents' standards. Under-achievers' families show more over-protectiveness, more high pressure for achievement, more parental disharmony, more irregularity of home routine; differences in goals for their youngsters; or differences in sociological factors such as parent's marital status, current occupation of either parent, or number and ages of siblings. The results also supported the hypothesis that family morale fosters academic achievement among bright high school boys via fostering positive attitude towards teachers and towards school and interest in intellectual activities as mediating viables.

Crites, John O. (1962) studied the Relationship of Parental Identification to Vocational Interest Development. Results were as follows: i) sons who perceive themselves as quite similar to their fathers have interest in different areas than those who see themselves as unlike their fathers.

Elder, Glen H.Jr. (1962) studied parental power legitimation and its effect on the adolescent. The research is concerned with determining how such effect as revealed in adolescent behaviour and reactions to parents, vary in relation to three levels of parental power: i) Autocratic, ii) Democratic, iii) Permissive. The findings suggest that the effect of variations in the legitimacy of parental power are altered considerably by level of power. Democratic level has an entirely different effect on adolescent autonomy and educational aspirations than it has on the autocratic level. In comparison, the effect of frequent explanations on adolescent's desire to model and obey parents varies much less by level of power. Given infrequent explanation of rules and requests adolescent's modelling and compliance tend to decrease sharply as parental power increases.

Panye, Donald E. and Mussen, Paul H. (1956) have done their research work on father-son similarities as a

measure of identification was designed to test which was designed to test four specific hypotheses, i) The degree to which boys identify with their fathers is related to the degree to which they perceive him as rewarding, that is, the extent of his kindness/helpfulness, warmth; ii) The degree of father identification in boys is related to the extent to which they perceive their families (parent as a unit) as rewarding; iii) Among boys a high degree of father identification is conducive to adequate social and emotional adjustment. They found i) Boys are more likely to identify with fathers whom they perceive as rewarding, gratifying, understanding and warm with fathers who are not perceived in these ways. ii) The results partially support the second hypothesis. Boys who are strongly identified with their fathers see the mother-father differential with respect to concrete rewards as a relatively great one. Less highly identified boys tend to regard the differences as smaller. iii) Compared with boys who have relatively weak father identification, those who are highly identified with their fathers obtain greater concrete reward scores. iv) Only two of the nine personality characteristics, calmness and friendliness, were significantly correlated with identification status.

SECTION-II

RESEARCH STUDIES ON ADOLESCENT-PARENT RELATIONSHIP AND THEIR EFFECT ON ACADEMIC ACHIEVEMENT IN VARIOUS CONTEXTS IN INDIA

A number of researchers have studied the academic achievement of adolescents in relation to their family. A brief view of the relevant research works done in this area in India are given below:

Reddy, N.Y. (1966) studied 'Adolescent Adjustment in Relation to Home Environment'. The main objectives were to find out the relationship between fathers' attitude and their sons' adjustment behaviour in different areas such as personal, school, home and heterosexual dealing and to find out the relationship between bio-social variable and adolescent's adjustment. Researcher found that the subjects belonging to radical fathers were better adjusted in many of the areas of adjustment than those from conservational homes.

Chatterjee, S., Mukherjee, M. and Banerjee, S.N. (1971) reported on the effect of certain socio-economic factors on the scholastic achievement of the high school students. They found that in high ability group, children of servicemen excelled children of businessmen but the trend reversed in average and low group.

Dave, P.N. and Dave, J.P. (1971) investigated in

SES as related to the non-verbal intelligence of rank and failed students of eighth class. He found a higher percentage of rank students belonging to homes having higher parental occupation and education as compared to failed students.

Bisht, G.S. (1972) studied 'The Level of Educational Aspiration in Relation to Socio-economic Condition and Educational Attainment'. The researcher found that parents' choice influenced children's selection of a job. Size of family, educational facilities and recreational facilities were found to be influencing educational aspirations.

Anand, C.L. (1973) has done his research on 'A Study of Effect of Socio-Economic Environment and Medium of Instruction on the Mental Abilities and the Academic Achievement of Children in Mysore State'. The study designed to investigate the effect of socio-economic environment and medium of instruction on mental abilities and academic achievement. The specific objectives of the study were: (i) to study the relationship between socio-economic environment and non-verbal intelligence; (ii) to study the effect of socio-economic environment on academic achievement when the influence of non-verbal and verbal intelligence was partialled out; (iii) to study the

interaction among SES, medium of instruction, intelligence and academic achievement.

The analysis revealed the following: (i) three SES groups differed significantly from one another in their non-verbal and verbal intelligence. High SES group achieved higher mean score than pupils in both low SES group and middle SES group; whereas the mean score difference between middle and low SES group was not significant; (ii) the relationship between SES and academic achievement was found to exist even when the influence of intelligence of non-verbal as well as verbal type was partialled out.

Dave, P.N. and Dave, J.P. (1973) investigated the socio-economic environment as related to the non-verbal intelligence of rank and failed students of class eighth. They found that a high percentage of rank students belonged to homes having higher parental income, occupation and education compared to that of failed students.

Reddy, V.L.N. (1973) has done his research on 'A Study of Certain Factors Associated With Academic Degree Examination'. The findings revealed: (i) socio-economic status and personality factors were not significantly related to achievement in any subject or group of

subjects, (ii) the variables of parental value on education, emotional climate in home, parental encouragement, educational facilities in the home were found significantly associated with achievement in one subject or the other; (iii) home environment appeared to be more prominent at potential predictor of academic achievement after intelligence.

Abraham, M. (1974) studied 'Some Factors Relating to Under Achievers in English of Secondary School Pupils'. The study attempted to identify factors leading to under-achievement in English of secondary school pupils. Hypotheses relating to the different variables, namely, attitude towards academic work, language interest, study habits, personal adjustment, social adjustment, socio-economic status, teacher effectiveness, sex, age, residence and school category were formulated.

The study revealed that the achievement level was associated with attitude towards English, personal adjustment and socio-economic status.

Chaudhari, V.P. (1975) having studied the factors contributing to academic under-achievement reported that the bright children mostly came from families where parents were engaged in professions requiring general knowledge and mathematics.

Kumar, Ashok (1975) studied, 'The Determinants of Emotional Problems of Adolescents'. He found that education of parents, parental domination and socio-economic status of the family were determinants of various adolescents' problems.

Mahale, M.N. (1975) studied 'The Family Situation and the Education of Adolescents'. The researcher found that majority of children denied that they had been influenced by parents or teachers or friends in selecting subjects of study. About 90 per cent of parents did keep themselves informed of their children's progress in school.

Patel, S.T. (1975) studied, 'The Identification Patterns, Motivation and School Achievement of Talented Students by Computing Correlation Coefficients of Identification with Model Motivation, Behavioural Orientation and Achievement'. He found that academic achievement varied directly as a function of the degree of talent. Talented pupils differed significantly from average and below average in respect of motivation, mother identification and poor achievement value.

Jogwar, V.V. (1976) studied, 'Development of Self-Concept in Relation to Some Family Factors at the Adolescent Level'. The researcher found that means of the

four socio-economic groups (lower, lower-middle, upper-middle and upper) when compared showed that the better the SES of the family the better was the self-concept the adolescent developed.

Menezes, L. (1978) studied 'The Inter-personal Communication Between Parents and Adolescents as Related to Adjustment in Adolescents'. The researcher found a positive and significant correlation of communication of father and mother and total adjustment of adolescents.

Tondon, S.A. (1978) studied 'A Psychological and Ecological Study of Under Achievers'. The major findings of the study: i) The male group of underachievers displayed the following personality characteristics - easy going and outgoing, emotionally less stable, low in frustration, shy, depressed and highly anxious; ii) female group of under-achievers were found to be permissive, harsh, assertive, and highly anxious; iii) the physical emotional and socio-economic conditions of the male group of under-achievers were not wholesome. Their parents were academically less qualified, had professions which were less remunerative and had large families; iv) the home environment was not found to be relevant factor in the under-achievement of female under-achievers.

Grover, S. (1979) studied parental aspiration as

related to personality and school achievement of children. The objective of the study was to find out the relationship between parental aspiration, certain personality traits and school achievement of children. The results of the study were as follows: i) The total sample showed a positive relation between father's and mother's aspiration, ii) the high aspiring parents showed significant correlations and the trait of dominance, iii) the low aspiring parents did not show any significant correlation between aspiration of parents and all variables taken for the study; iv) there were significant differences in school achievement of children belonging to the groups of parents where father and mother were high aspiring and where both father and mother were low aspiring.

Pandey, M.R. (1981) studied social aspects of academic achievement and aspirations of Scheduled Tribes students. The objectives of the study were: i) to analyse the socio-economic cultural factors which determined the academic achievement of scheduled tribe students, ii) to find out their academic aspirations and to analyse them in the context of socio-cultural background, iii) to analyse their occupational aspirations in the light of their academic aspirations and achievement and social environment.

relationship existed between the desirability of parental preferences and achievement of adolescents. Though achievement was a function of socio-economic status, it was independent of family size and type.

Sujatharani, R. (1981) undertook a study on the relationship of masculinity/femininity traits in adolescents to their adjustment. It was reported that adolescents belonging to their adjustment patterns and academic achievement.

Panda, M. (1983) studied the relationship of parental life style and intellectual achievement, responsibility, adjustment and cognitive performance among under-privileged.

The major findings of the study were: i) most of the parents in the under-privileged homes were illiterate, engaged in daily wage labour or unskilled jobs and belonged to nuclear families, ii) the parents were fatalistic and had low achievement orientation, iii) there was a significant relation between parents' income, occupation and education and parents' expectancy and life-style.

Sarkar, V. (1983) studied 'Contribution of Some Home Factors on Children's Scholastic Achievement'. The

objectives of the study were: i) to find out the differences between high achievers and low achievers with respect to home factors, like educational environment, income, property, spatial environment, parent-child relationship, provision of facilities, home-making role, punitive control and intelligence; ii) to obtain the multiple correlation and multiple regression equation between academic achievement (criterion variable) and home factors. (predictor variable) The major findings were, i) the home variables such as educational environment, social background, provision of facilities and parent-child relation showed a significant difference between the high achievers and low achievers at .01 level, ii) the child rearing attitude of mother of two groups showed a significant difference between the mothers of high achievers and low achievers at .01 level indicating thereby that the mothers of the two groups possessed different attitudes regarding child rearing practices, iii) the multiple regression equation revealed the contribution of parent-child relation to academic achievement as about 17 per cent, of social background about 7 per cent and of educational environment about 4 per cent. The remaining five factors - income, spatial environment, rejection of home-making role, harsh punitive control and intelligence explained about 2 per cent of the

Major findings of the study were: i) the tribal students were not able to avail themselves properly of educational opportunities provided by the formal educational set-up due to their socio-economic cultural backwardness and gap between the school environment and family background. This led to low academic achievement by tribal students; ii) their poor economic condition forced them to manual labour. This was also responsible for low achievement.

Sharma, M.A. (1980) studied 'Satisfaction and Dissatisfaction With School Among Adolescent Boys in Relation to Their Personality Characteristics, Intelligence, Scholastic Performance and Socio-Economic Status'. The researcher found that academic achievement and school satisfaction had a significant relationship. There was a significant difference between the achievement of satisfied students and that of dissatisfied students.

Yadav, R.K. (1980) studied the emotional factor in problems of children age-group of 7-12 years and found the highest percentage of behaviour problems in children from business class of society.

Gupta, A.K. (1981), in his study of 'Parental Preferences in Relation to Adolescent Personality Adjustment and Achievement' found that an inverse

variance of the criterion scores.

Lall, R. (1984) studied, 'Child Rearing Attitudes, Personal Problems and Personality Factors as Correlates of Academic Achievement'. The main purpose of the study was: i) to investigate the relationship among child-rearing attitudes of parents (termed as parental attitude), youth problems and personality factors such as locus of control, reinforcement, anxiety, extraversion, and neuroticism and ii) to study their relation with academic achievement (termed as academic success).

A random sample of 400 class IX and X students (200 boys and 200 girls) was selected from two high schools of Bhagalpur city. Verma's youth problem inventory, Levenson's locus of control scale, Sinha's M.A. self-analysis form and Eysenec's personality inventory were used. Academic success was determined by marks obtained by students in the annual examination. Correlational analysis, test, etc. were employed. The major findings were, i) restrictive and protecting attitude of parents was positively and significantly related to youth problems and anxiety, ii) restrictive attitudes of parents were negatively and significantly related to internal locus of control and extraversion, whereas they were positively and significantly related

with powerful others, locus of control and neuroticism. Protecting attitudes of parents were positively and significantly related to academic success of boys, iii) loving attitudes of parents were positively and significantly related to power others locus of control, extraversion and neuroticism, iv) academic success was negatively and significantly related to personal problems and sensitivity, anxiety and neuroticism. Internal powerful others and locus of control of reinforcement were not significantly related to academic success, v) boys were more internally oriented and neurotic than girls, while girls were subjected to more restriction by parents and were more anxious than boys.

The major educational implication of the study is that it is helpful to teachers and others in understanding the problems of adolescent students, their personality and perception of parent-child attitude.

Singh, S. (1984) studied relationship of home environment, need for achievement and academic motivation with academic achievement.

The major findings were, i) aggregate marks were significantly and positively related to average marks and self-concept of academic ability, ii) sex differences were statistically effective in all four areas of 'home

environment'; males had significantly higher mean score on school, economic recreation and home problems. There were sex differences in respect of permissive, loving, protecting, and rejecting behaviours of mother and academic motivations. Boys in general perceived restrictiveness, neglecting, protecting and rejecting behaviours in father whereas girls perceived permissive, loving, neglecting, and rejecting behaviours in their mothers. Sex differences were unrelated to self-concept of academic ability and need for achievement motivation; iii) such differences were significant in the area of school, economic and home problems, of 'home environment' restrictive, permissive, loving, protecting and rejecting behaviours of father and restrictive behaviour of mother.

Jagannadhan, K. (1985) studied the effects of certain socio-psychological factors on the academic achievement of children studying in Classes V to VII. The objectives of the study were, i) to identify some of the personal and situational variables influencing academic achievement, ii) to identify some of the socio-psychological variables affecting academic achievement, iii) to examine the differences in academic achievement among the sub-groups of the personal and situational variables, iv) to examine the differences in the academic achievement of sub-groups of socio-psychological variables

on academic achievement, vi) to formulate equations to predict academic achievement with the help of the socio-psychological variables under study.

The main findings were, i) the three levels of home environment: low, middle and high, obtained 41.38, 47.05 and 62.37 of mean academic achievement respectively. Statistically the differences between the means yielded a significant effect of home environment on academic achievement. Kramer's test revealed that the differences between high and middle, the high and low were significant at 0.01 level. Home environment yielded a correlation of 0.42 with academic achievement and was found high. The partial correlation between home environment and achievement was found to be 0.179 which was also significant. The inter-correlations between socio-psychological variables showed that home environment had a positive and significant correlation with other dependent factors. The relationship of home environment with socio-economic status and school was significant at 5 per cent. It had the highest degree of association with pupil's role expectations. In the relationship with academic achievement, home environment occupied the third place after intelligence and academic achievement motivation.

Maitra, K. (1985) studied, 'Affective Correlates

of the Gifted Underachievers'. The objectives of the study were, i) to locate the gifted underachievers in some schools in Delhi, ii) to prepare tools to measure certain variables pertaining to the affective domain of the gifted students, iii) to measure the status of the gifted under- and overachieving students of a few variables in the affective domain, iv) to find out the relationship between achievement and the variables in the affective domain of the gifted under- and overachievers, and v) to prepare selected case studies of gifted under- and overachievers. The sample of the study consisted of 1,020 students comprising both gifted overachievers and underachievers from VII class.

The findings of the study were, i) academic underachievement was a phenomenon which frustrated the teachers sometimes but rarely the parents. The parents of the underachievers were seldom aware of the fact that their children were performing below their expected level of performance, ii) the gifted underachievers' home environment was the most important affective variable affecting underachievement as compared to other variables considered in the study, iii) the underachievement seemed to be dependent of the physical set up of the home or of socio-economic status of the parents, but depended more on parents' educational status in the form of their

involvement in the child's activities and educational guidance.

Faimi, S.M.B. (1986) studied, 'Achievement Related Motivations Among Tribal and Non-tribal Highschool Students'.

The main aims of the research were, i) to study the achievement related motivations among tribal and non-tribal students, and ii) to examine the impact of certain personal, family and social factors on these motivations.

The major conclusions were, i) racial background, sex, religious background, and caste status influenced achievement-related motivation. Non-tribals, girls, caste Hindus and forward and backward caste group were superior in achievement-related motivations; ii) the area of residence and socio-economic status were important determinants of achievement-related motivation; iii) family type had little to do and ordinal position had almost nothing to do with achievement-related motivations.

Kapoor, Rita (1987) studied 'Factors Responsible for High and Low Achievement at the Junior High School Level'.

The findings of the study were, i) among both the

boys and girls, the high achievers tended to show a higher level of intelligence as compared to the average and low achievers; ii) a majority of the high achievers belonged to higher SES groups and a large number of the lower achievers belonged to the lower SES groups. The high achievers had better home, social, emotional and school adjustment; iii) among boys and girls, high achievers had better study habits as compared to the average and the low achievers.

Trivedi, V.A. (1987) studied, 'The Relationship of Parental Attitude, Socio-economic Background and feeling of Security among the Intermediate Students and their Academic Achievement'. The investigation was designed to study the relationship between parental attitude, socio-economic status, feeling of security-insecurity and academic achievement of intermediate students with intelligence held constant.

The sample for the study consisted of 523 girls studying in 11 intermediate colleges in Lucknow. Sherry and Sinha's Family Relationship Inventory was administered to get an idea about the attitude of the parents.

The main findings were, i) there was significant relationship between academic achievement and parental attitude and socio-economic status, ii) students with

parental acceptance showed better academic achievement than those of the parental concentration or avoidance group; iii) students belonging to upper socio-economic classes showed better academic achievement than students in lower socio-economic status group; iv) there was no significant relationship between the feelings of security-insecurity and academic achievement; v) parental attitude was significantly related to feeling of security-insecurity and socio-economic status, vi) there was no significant relation between feeling of security-insecurity and socio-economic status.

Yeole, C.M. (1981) studied, 'The Adolescent Behaviour Problems and Its Relationship With Their Academic Achievement'. The researcher found Indian adolescents to be far more dependent on their parents than on peers, teachers or other adults in their problem solving, coping strategy as compared to German adolescents who depend on their peers.

CONCLUSION

From the above studies it seems that home environment plays an important role in adolescent's life. Parents' occupation, their socio-economic status, their attitudes towards adolescents are important for adolescents' personality adjustment with school, society,

peer-group and their academic achievement. Though many researchers are found in the area of adolescent-parent relationship related to factors such as socio-economic status, occupation, education concern with academic achievement, very few studies are related to adolescent-parent relation in the context of adolescent academic achievement. In Kolhapur district no one has done such type of research. So, the researcher has taken the following research to find out whether adolescent-parent relationship is associated with academic achievement or not.