INTRODUCTION

Generally, it is seen that today’s parents, especially middle class parents’, are striving for rapidly increasing their economical status. In the previous era the women were not doing jobs to support their family. There are less numbers of females who were involved in the job, but in today’s scenario there are numbers of married women who are doing jobs to support their husband and to increase economic condition. In brief, it is seen that husband and wife both are doing jobs. Hence, they can’t give proper time for their children on their studies and educational activities like annual function, sports etc. They spend most of their time in job. Hence, they tend to admit their children to the private classes. In brief it could be stated that parental involvement becomes less than previous era. As well as most of today’s parents imposed so many rules and restrictions on their children. On the contrary some parents’ are completely neglecting the educational progress of their children. As well as it could be stated that different parent’s are acting with different parenting styles. All these matter make different impact on academic performance of children. Now a day it becomes serious problem. Hence keeping this fact in mind present research topic is chosen for the study. The major variable of the study is elucidated as under.

➢ PARENTAL INVOLVEMENT

Parental Involvement is describe as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development Maccoby and Martin(1983).

Parental involvements have great influence in developing psychological and academic achievement of the child. Now a day’s society is based on competition in which everyone has the tendency to perform as practically as possible so here motivation, involvement and support of parents make him more confident and optimistic. The lot of parental interest, encouragement is obviously a crucial factor in child progress. Psychologists are agreeing that the family has the most significant impact on the development of child.

“what makes perfect parents?” asks chapter five of bestselling book “Freakonomis” Levitt and Dubner,(2005).Parenting, as an art and science, has a number of characteristics to an economist like Steve Levitt, who seen economics as discipline “With excellent tools for gaining answers but a serious storage of interesting questions “peoples huge amount if time and money seeking
for advice on parenting as reflected by the blooming media industry devoted to the subject. Today, “Parenting theories” are gaining influence into shaping childhood and educational policies. Still much of what is believed rest on expert opinion, and their few solid evidence on the benefits of parental investment.

Disappointingly, Levitt’s answer to how much parents matter for child’s success is – to quote Freakonomics. Levitt and Dubner, (2005)

It isn’t so much a matter of what you do as a parents, it’s who you are. The reason is that much of what parents do can be traced back to who they are: parental attitude are strongly shaped by their own background and environment. And in standard regression analysis, ones background characteristics are factored in, a lot of correlation of parental behavior with the child’s outcomes disappears.

➢ **PARENTING STYLE**

Parenting style has been a major topic of the study for the later part of the 20th century. Baumrind (1971) has been credited for defining three specific parenting style and their consequences for children. These are (a) authoritative (b) authoritarian and (c) permissive style of parenting based on levels of warmth and control used by the parents’ in disciplining the child. According to Baumrind (1991) parenting style are went to capture normal variations in parent’s attempts to socialize children. Parenting style can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development. Baumrind described how parenting style affect measure of competence, achievement and social development. Dornbush (1996) found empirical evidence of what most parents’ and educators know from experience that parents have a strong influence on secondary school students.

Parents play an important role in the development of their children. According to Baumrind (1967) high school students grown up with different parenting style varied in their degree of social competence. Baumrind (1971) proposed a theory of parenting style which posits that the manner in which parents’ resolve their child’s joint need for both nurturance and limits-setting has a major impact on the degree of social competence achieved and the behavioral adjustment of their children. This theory indentified three qualitatively different patterns of parental authority: Authoritarian, Authoritative and Permissive. (Baumrind 1971). This typology was
subsequently modified by categorizing families according to their levels of Control, Supervision, maturity, Demand, Warmth, Acceptance, and Involvement (Maccoby and Martin 1983). Redefining parenting styles in terms of interactions between these two dimensions produced a fourfold typology: Authoritarian, Authoritative, Indulgent and Needleful.

Parents’ who are classified as engaging in an authoritarian style are highly demanding and also unresponsive, authoritarian parents’ tends to emphasize obedience and respects for authority (Baumrind 1991 b). In contrast authoritative parents’ maintain balance between high levels of demandingness and high levels of responsiveness . These parents’ consistently monitor conduct, but they are also warm and supportive (Baurind, 1991 b). (Dornbush ,Ritter ,Leiderman ,Robert and Farleigh ,1987). Indulgent and needfull style are both characterized by non-demandingness, but they differ in their level of responsiveness. Parents’ characterized by low demandingness and high responsiveness engage in indulgent style. Parents who are neither demanding nor responsive display a needfull style of parenting. These parents’ do not monitor their childrens behavior or support their interest and they are often disengaging from parental responsibilities. Maccoby and Martin (1983).

➢ **ACADEMIC ACHIEVEMENT**

Academic achievement or academic performance is the outcome of education- the extent to which a student, teacher or institute has achieved their educational goals.

Academic achievement is commonly measured by examination of continuously assessment and also standardized by Psychological scale. The present study is that the influence of parental involvement and parental style on academic achievement of high school students.