

## SOCIAL CONTROL AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS IN NORTH BENGAL

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### ABSTRACT

The purposes of the study determine the status of how the Social control effective to achievement of Adolescent students in North Bengal. For this purposes, researcher used questionnaire which is prepared by eight dimensions (availability of the resources use by students, and used by teachers) are applied to 300 students. . The researcher selected eight dimensions for item analysis of Social Control tests. For development of the tools, researchers used split- half method. Five objectives has chooses in this study. This study is conducted with descriptive type survey method. The data has been analyzed through 't' test of statistics. The researcher chose 12 hypothesis. 12 hypothesis tested by 't' test. 2 of them the result was not significant. And other 10 hypothesis is significant mean different of effective Social Control on Academic Achievement of Adolescent Students in North Bengal.

**Keywords:** Social Control, Academic Achievement, Adolescent Students.

### I. INTRODUCTION

The practices of social control are as old as the histories of organized system of social institutions are well established patterns for fulfilling various human needs. In the opinion of Sumner, it has to perform two major roles. In one hand institution has to perform the socially sanction patterns of activity to meet human needs and on the other, it has to maintain organizational pattern for their execution. This indicates that certain abiding human needs and activities are essential for any form of social institution. There is no exception to this principle to Governmental institution, economic, religious or academic institution. It is for this reason, any form of institution (without exception to academic one) desires, directs, regulates and even enforces, it's member to comply with its order, norms, values and abiding needs and activities. In order to maintain order and achieve progress, the institution has to exercise some type of control over its members, so that, there may be no marked deviations from the established ways of regulations, norms, values threatening its welfare. Such type of regulatory processes and control are understood by modern sociologist as social control. The concept of social control in a systematic form was first advocated by E. A. Ross of America in 1901, in his famous book on "Social Control". The idea was to extend social control over law, belief, religion, public opinion, ideals and ceremonial performances and the like. The academic institution or the school is a special type of organization having certain specific social objectives to fulfill. It stands for academic order and progress. It, therefore enjoy social sanction to exercise some type of social control over its members and beneficiaries. As a Social institution, the school functions under control of the establishment state administration. At any formal institution the state directly control and established. Controlling is also found in administration and organization, selection teachers, construction of curriculum etc. on the other hand; the school is directed by the board of education of the State or region.

We shall deal, only with education in its restricted sense in which there is assumed a body of learners and a body of instructors operating under formally recognized authority. Education is used in the more restricted sense of terms, applying to instructor-learner institutionalized patterns, which have teaching as a definite aim. Such patterns have an important place in our social control, especially in view of our commonly accepted notion of the close relationship education and democratic system. This limitation obviously takes in public school system; but quite as obviously it takes in much more. We are actually concerned here with all agencies which possess an institutional pattern and are definitely committed to instruction. It serves the purpose of some people, now and then to declare that the proper function of our school is narrowly instructional. The schools should confine themselves; it is said, to teaching practically

useful skills and knowledge. In any present-day community, be absolved as regards responsibility in the matter of social control. Social control is mostly vital role played. In about the students excellent or student's achievement grow from some basic areas, like that students Social Control. Here students' achievement depended on some basic areas of social control. The learners achieving seen in differently. So the researcher founded the causes of different achieving of learner in several regional or areas. For good achievement of learner depends on good social support. Hence the researcher deals with the Social system of students' means some areas means; systems of Prayer/Assembly, Class-room management, School Library facilities, Use of Technology, Physical and Work Education, Cultural Programs & Health Education, Learning Activity & Wall magazine, Teachers role in favors of Students etc.

This is an unexplored area of investigation in the school system of education in North Bengal. The students of lower secondary and higher secondary school in the Coochbehar, Jalpaiguri and Alipurduar districts have been selected as the sample for this study. The researcher collected around 300 samples from rural and urban area from the both sexes. The researcher selected the some dimension for item analysis of Social Control tests. For development of the tools, researchers used split- half method. Also, the researcher gathered the data from Coochbehar, Jalpaiguri and Alipurduar Districts. A purposive sampling procedure conducted for this study. As the study is survey in nature. So, the researcher followed the Descriptive Research Method. Thus, the present researcher took his problem namely as '**SOCIAL CONTROL AND ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS IN NORTH BENGAL**'.

### Objectives of the Study

**The Major Objectives of the study are as follows:**

- To find out the difference between 'Urban Boys' and 'Rural Boys' in 'Social Control' and 'Academic Achievement' of Adolescent Student in North Bengal.
- To measure the difference between 'Urban Boys' and 'Urban Girls' in 'Social Control' and 'Academic Achievement' of Adolescent student in North Bengal.
- To measure the difference between 'Urban Girls' and 'Rural Girls' in 'Social Control' and 'Academic Achievement' of Adolescent Student in North Bengal.
- To measure the difference between 'Rural Boys' and 'Rural Girls' in 'Social Control' and 'Academic Achievement' of Adolescent student in North Bengal.
- To find out the difference between 'Urban Students' and 'Total Rural Students' in 'Social Control' and 'Academic Achievement' of Adolescent student in North Bengal.

### Hypothesis of the Study

**H<sub>01</sub>:** There is no significance difference between 'Urban Boys' and 'Rural Boys' in Academic Achievement' of Adolescent Students in North Bengal.

**H<sub>02</sub>:** There is no significance difference between 'Urban Boys' and 'Rural Boys' in 'Social Control' of Adolescent Students in North Bengal.

**H<sub>03</sub>:** There is no significance different between 'Urban Boys' and 'Urban Girls' in 'Academic Achievement' of Adolescent Students in North Bengal.

**H<sub>04</sub>:** There is no significance different between 'Urban Boys' and 'Urban Girls' in 'Social Control' of Adolescent Students in North Bengal.

**H<sub>05</sub>:** There is no significance different between 'Urban Girls' and 'Rural Girls' in Academic Achievement' of Adolescent Students in North Bengal.

**H<sub>06</sub>:** There is no significance different between 'Urban Girls' and 'Rural Girls' in 'Social Control' of Adolescent Students in North Bengal.

**H<sub>07</sub>:** There is no significance different between 'Rural Boys' and 'Rural Girls' in 'Academic achievement' of Adolescent Students in North Bengal.

**H<sub>08</sub>:** There is no significance different between ‘Rural Boys’ and ‘Rural Girls’ in ‘Social Control’ of Adolescent Students in North Bengal.

**H<sub>09</sub> :** There is no significance different between Total ‘Urban Students’ and Total ‘Rural Students’ in ‘Academic Achievement’ of Adolescent Students in North Bengal.

**H<sub>10</sub> :** There is no significance different between Total ‘Urban Students’ and ‘Rural Students’ in ‘Social control’ of Adolescent Students in North Bengal.

**H<sub>11</sub> :** There is no significance difference between ‘Total Boys’ and ‘Total Girls’ students in ‘Academic Achievement’ of school going Adolescence students in North Bengal.

**H<sub>12</sub>:** There is no significance difference between ‘Total Boys’ and ‘Total Girls’ students in ‘Social Control’ of school going Adolescence students in North Bengal.

## II. METHODOLOGY OF THE STUDY

This study is descriptive in nature and the survey approach has been considered to be justified. Therefore, in brief, the present researcher has been reasoned the various principles of survey method in educational studies as the undertaken problems to education field.

### Population and Sample

All higher secondary students in North Bengal, W.B are considered as the population for the present study. 300 higher secondary students have been selected as samples from North Bengal. Purposive sampling technique has been adopted for the selection of sample.

### Data Collection Tool

Relevant data of the study is collected through questionnaire. The researcher has developed likert five point scales with the guidance of the supervisor. For the standardization of the data collection tool the researcher done item analysis with spilt-half method and the reliability score founded 0.75.

#### Reliability Co-efficient of Social Control Questionnaire

Method	N	Reliability Coefficient( $r_{tt}$ )
Split-half Method	300	0.75

### Analysis of Data:

In this study ‘Social Control’ and ‘School Administration’ were independent variables and ‘Academic Achievement’ was dependent variables. The whole study proceeded in the relationship between these independent and dependent variables. The following tables showed their relationship in accordance with the hypothesis framed for the study.

### Analysis hypothesis by ‘t’-test

**H<sub>01</sub>:** There is no significance difference between ‘Urban Boys’ and ‘Rural Boys’ in Academic Achievement’ of Adolescent Students in North Bengal.

**Table1:** Determination of significance of mean scores in Academic Achievement between ‘Urban boys’ and “rural boys’ of 11 th Grade School going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Boys	62	486.81	119.26	17.53	126	11.16
Rural Boys	66	291.08	75.50			

\*\*Significant at 0.01 level

**Analysis:** The ‘t’ value for the hypothesis H<sub>01</sub> is 11.16, which significant at 0.01 level. So the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{01}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in Academic Achievement of adolescent students in North Bengal.

$H_{02}$ : There is no significance difference between 'Urban Boys' and 'Rural Boys' in 'Social Control' of Adolescent Students in North Bengal.

**Table-2:** Determination of significance of mean scores in 'social Control' between 'Urban boys' and 'Rural boys' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Boys	62	191.69	18.80	2.92	126	9.53
Rural Boys	66	163.91	13.98			

\*\*Significant at 0.01 level

**Analysis:** The 't' value for the hypothesis  $H_{02}$  is 9.563, which is significant at 0.01 level. So the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{02}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in 'Social Control' of adolescent students in North Bengal.

$H_{03}$ : There is no significance different between 'Urban Boys' and 'Urban Girls' in 'Academic Achievement' of Adolescent Students in North Bengal.

**Table-3:** determination of significance of mean scores in 'Academic Achievement' between 'Urban boys' and 'Urban Girls' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Boys	62	486.81	119.26	21.92	100	1.49
Urban Girls	40	519.58	87.87			

\*\* Not Significant at 0.01 levels.

**Analysis:** The 't' value for the hypothesis  $H_{04}$  is 1.49, which is not significant at 0.01 level. So the null hypothesis is accepted.

**Interpretation:** As the table value was not significant and the corresponding hypothesis ( $H_{04}$ ) was accepted. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'Academic achievement' of adolescent students in North Bengal.

$H_{04}$ : There is no significance different between 'Urban Boys' and 'Urban Girls' in 'Social Control' of Adolescent Students in North Bengal.

**Table-4:** Determination of significance of mean scores in 'Social Control' between 'Urban Boys' and 'Urban Girls' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Boys	62	191.69	18.80	4.15	100	0.39
Urban Girls	40	193.30	22.83			

\*\* Not Significant at 0.01 levels.

**Analysis:** The 't' value for the hypothesis  $H_{06}$  is 0.39, which is not significant at 0.01 level. So the null hypothesis is accepted.

**Interpretation:** As the table value was not significant and the corresponding hypothesis ( $H_{05}$ ) was accepted. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'Social Control' of adolescent students in North Bengal.

$H_{05}$ : There is no significance different between 'Urban Girls' and 'Rural Girls' in Academic Achievement' of Adolescent Students in North Bengal.

**Table-5:** Determination of significance of mean scores in 'Academic Achievement' between 'Urban Girls' and 'Rural Girls' of 11<sup>th</sup> Grade School going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Girls	40	519.58	87.87	13.20	170	19.34
Rural Girls	132	264.30	68.30			

\*\* Significant at 0.01 level.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{07}$ ) is 19.34 and computed value was 2.61 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{07}$ ) was rejected So, it can be interpreted that there is significant mean difference between 'Urban Girls' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.

$H_{06}$ : There is no significance different between 'Urban Girls' and 'Rural Girls' in 'Social Control' of Adolescent Students in North Bengal.

**Table-6:** Determination of significance of mean scores in 'Social Control' between 'Urban Girls' and 'Rural Girls' of 11<sup>th</sup> Grade School going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Girls	40	193.30	22.83	22.32	170	1.81**NS
Rural Girls	132	185.96	22.32			

\*\* Not Significant at 0.01 levels.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{08}$ ) is 1.81, and computed value was 2.61 at the level of 0.01, which is no significant at 0.01 level. So, the null hypothesis is accepted.

**Interpretation:** As the table value was not significant and the corresponding hypothesis ( $H_{08}$ ) was accepted. So, it can be interpreted that there is no significant mean difference between 'Urban Girls' and 'Rural Girls' in 'Social Control' of adolescent school going students in North Bengal.

$H_{07}$ : There is no significance different between 'Rural Boys' and 'Rural Girls' in 'Academic achievement' of Adolescent Students in North Bengal.

**Table-7:** Determination of significance of mean scores in 'Academic Achievement' between 'Urban Girls' and 'Rural Girls' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Rural Boys	66	291.08	75.50	10.65	196	2.51**NS
Rural Girls	132	264.30	68.13			

\*\* Not Significant at 0.01 level.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{10}$ ) is 2.15, and computed value was 2.61 at the level of 0.01, which is not significant at 0.01 level. So, the null hypothesis is accepted.

**Interpretation:** As the table value was not significant and the corresponding hypothesis ( $H_{10}$ ) was accepted. So, it can be interpreted that there is no significant mean difference between 'Rural Boys' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.

$H_{08}$ : There is no significance different between 'Rural Boys' and 'Rural Girls' in 'Social Control' of Adolescent Students in North Bengal.

**Table-8:** Determination of significance of mean scores in 'Social control' between 'Rural Boys' and 'Rural Girls' of 11<sup>th</sup> Grade School going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Rural Boys	66	163.91	13.98	3.01	196	7.33 **SN
Rural Girls	132	185.96	22.32			

\*\* Significant at 0.01 level.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{11}$ ) is 7.33, and computed value was 2.60 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{11}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Rural Boys' and 'Rural Girls' in 'Social Control' of adolescent school going students in North Bengal.

$H_{09}$ : There is no significance different between Total 'Urban Students' and Total 'Rural Students' in 'Academic Achievement' of Adolescent Students in North Bengal.

**Table-9:** Determination of significance of mean scores in 'Academic Achievement' between 'Urban Students' and 'Rural Students' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Students	102	499.66	108.77	10.48	298	21.60**SN
Rural Students	198	273.22	71.60			

\*\* Significant at 0.01 level.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{13}$ ) is 21.60, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{13}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students' and 'Rural Students' in 'Academic Achievement' of adolescent school going students in North Bengal.

$H_{10}$ : There is no significance different between Total 'Urban Students' and 'Rural Students' in 'Social control' of Adolescent Students in North Bengal.

**Table-10:** Determination of significance of mean scores in 'Social Control' between 'Urban Students' and 'Rural Students' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Urban Students	102	192.32	20.38	2.65	298	5.17**SN
Rural Students	198	178.61	22.46			

\*\* Significant at 0.01 level.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{14}$ ) is 5.17, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{14}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students' and 'Rural Students' in 'Social Control' of adolescent school going students in North Bengal.

$H_{11}$ : There is no significance difference between 'Total Boys' and 'Total Girls' students in 'Academic Achievement' of school going Adolescence students in North Bengal.

**Table-11:** Determination of significance of mean scores in 'Academic Achievement' between 'Total Boys Students' and 'Total Girls Students' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Total Boys Students	128	281.66	74.18	14.52	298	8.24**SN
Total Girls Students	172	401.22	151.19			

\*\* Significant at 0.01 level.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{16}$ ) is 8.24, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 level. So, the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{16}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students' and 'Total Girls Students' in 'Academic Achievement' of adolescent school going students in North Bengal.

$H_{12}$ : There is no significance difference between 'Total Boys' and 'Total Girls' students in 'Social Control' of school going Adolescence students in North Bengal.

**Table-12:** Determination of significance of mean scores in 'Social Control' between 'Total Boys Students' and 'Total Girls Students' of 11<sup>th</sup> Grade School Going adolescent Students.

Measures	N	Mean	SD	SE <sub>D</sub>	df	t
Total Boys Students	128	177.37	21.54	2.59	298	3.98**SN
Total Girls Students	172	187.67	22.59			

\*\* Significant at 0.01 level.

**Analysis:** The 't' value (calculated value) for the hypothesis ( $H_{18}$ ) is 3.98, and computed value was 2.59 at the level of 0.01, which is significant at 0.01 levels. So, the null hypothesis is rejected.

**Interpretation:** As the table value was significant and the corresponding hypothesis ( $H_{17}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students' and 'Total Girls Students' in 'Social Control' of adolescent school going students in North Bengal.

### III. FINDINGS OF THE STUDY

- As the table value was significant and the corresponding hypothesis ( $H_{01}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in Academic Achievement of adolescent students in North Bengal.
- As the table value was significant and the corresponding hypothesis ( $H_{02}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Boys' and 'Rural Boys' in 'Social Control' of adolescent students in North Bengal.
- As the table value was not significant and the corresponding hypothesis ( $H_{03}$ ) was accepted. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'Academic achievement' of adolescent students in North Bengal.

- As the table value was not significant and the corresponding hypothesis ( $H_{04}$ ) was accepted. So, it can be interpreted that there is No significant mean difference between 'Urban Boys' and 'Urban Girls' in 'Social Control' of adolescent students in North Bengal.
- As the table value was significant and the corresponding hypothesis ( $H_{05}$ ) was rejected So, it can be interpreted that there is significant mean difference between 'Urban Girls' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.
- As the table value was not significant and the corresponding hypothesis ( $H_{06}$ ) was accepted. So, it can be interpreted that there is no significant mean difference between 'Urban Girls' and 'Rural Girls' in 'Social Control' of adolescent school going students in North Bengal.
- As the table value was not significant and the corresponding hypothesis ( $H_{07}$ ) was accepted. So, it can be interpreted that there is no significant mean difference between 'Rural Boys' and 'Rural Girls' in 'Academic Achievement' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis ( $H_{08}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Rural Boys' and 'Rural Girls' in 'Social Control' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis ( $H_{09}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students' and 'Rural Students' in 'Academic Achievement' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis ( $H_{10}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Urban Students' and 'Rural Students' in 'Social Control' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis ( $H_{11}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students' and 'Total Girls Students' in 'Academic Achievement' of adolescent school going students in North Bengal.
- As the table value was significant and the corresponding hypothesis ( $H_{12}$ ) was rejected. So, it can be interpreted that there is significant mean difference between 'Total Boys Students' and 'Total Girls Students' in 'Social Control' of adolescent school going students in North Bengal.

#### IV. LIMITATIONS OF THE STUDY

In the present study, the researcher tried the best to follow the proper methods and techniques of research with all possible care in all stages of this investigation. But some limitations are there.

- He considered both sex (male, female) and Rural and Urban students (Co-ed) of class XI of North Bengal under the board of West Bengal Board of Secondary Education.
- The researcher administered the test on only 300.
- The researcher collected data from the three districts, which are Coochbehar, Alipurduar, and Jalpaiguri of north Bengal.
- The researcher took the students of class XI standard for his purposes.

#### V. CONCLUSION OF THE STUDY

All scientific research study leads to some educational contribution. The present research study applied in nature has some educational conclusion. The study has revealed the relationship between Academic Achievement and Social Control. The researcher founded the eighteen findings of eighteen hypotheses of six objectives. There are some findings has showed that there are no significant mean difference between 'Urban Girls' and 'Rural Girls' in 'Social Control' of adolescent school going students in North Bengal. And all the findings of relationship between Social Control and Academic Achievement of Adolescent students in North Bengal; all are low correlation has been showed. And others all finding have showed that there are significant different has been followed.

The study is likely to high lights upon the direction of Academic Achievement and Social Control. The teacher can find the effect of Achievement on Social control of the child. The study will also helpful in the personality development of the students. And direction which areas of social control are more needed to grow up of good Academic Achievement.



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