Parent-Adolescent Perception Problems Faced by Low and High Academic Achievers of Grade Tenth

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ABSTRACT *: The present study aimed to investigate "Parent - adolescent perception of problems faced by low and high academic achievers of grade tenth", was conducted in Chandigarh, India. The main objectives of the study were (a) To gain an insight into parent adolescent perception of problems of grade tenth high and low academic achievers. (b) To examine the discrepancy in parent-adolescent perception of problems of both high and low academic achievers.(c) To study the difference in self perception of problems of high and low academic achievers of Grade Tenth .(d) To examine the discrepancy in mother's and father's perception of problems of high and low academic achievers. The sample of the study included 300 respondents (50 high and 50 low academic achievers of grade tenth) along with both of their parents. The data was collected using the socio-personal profile developed by the investigator, student problem checklist by Badami (1977) and modified version of student problem checklist. The findings revealed that in majority of the domains namely- Physical attributes, Physical health and fitness, Self and self image, Economic and material facilities, Friendship, sex and marriage, Family, Social issues, Education, Vocation, Customs, morality and religion, average extent of problems was perceived by adolescents as well as their parents. Low academic achiever adolescents perceived more problems in the area of economic and material facilities and physical health and fitness as compared to high academic achievers. Mothers of low academic achievers perceived their adolescents' problems more in all the areas accept vocational while their fathers perceived more problems in the area of friendship, sex and marriage. When the perception of adolescents and parents was compared by using statistical tests, it was found that adolescents perceived more problems in physical attributes, education and customs, morality and religion areas as compared to their parents while adolescents perceived more problems in economic and material facilities and vocation areas at 0.01 to 0.05 significance level. It was also seen that males as compared to females perceived more problems in the area of physical attributes, economic and material facilities, friendship, sex and marriage and family. Both high and low academic achievers perceived major problems in the areas of physical health and fitness and economic and material facilities.*

KEYWORDS: *Parent- Adolescent, Perception Problems, Social Personal-Profile, Comparison.*

I.   INTRODUCTION

Adolescence is considered to be the crucial period of human life. This stage is looked upon by all with great curiosity, intrigue and interest. Anna Freud (1958) stated that, "every step forward in growth and maturity brings with it not only new gains but also new problems". Adolescence has been conceived as a "period of developmental disturbance with characteristics of internal conflicts, psychic disequilibrium, erratic behaviour and associated sexual maturation with turmoil" (Carol, 1975; Saraswat, 1989).Encyclopaedia of Psychology defines adolescence as, a period of many changes, ranging from biological ones associated with puberty, to the social/educational ones associated with transition from elementary school and psychological ones associated with the emergence of sexuality and cognitive maturity.

Since "adolescence has been related to period of stress and storm, a stage of turbulence, of emotional instability and a problem age" (Merriam, 2003), exploration of the truth behind such statements generates interests. The complex and dynamic nature of current social context poses greater challenges, and this generates the need to understand the way adolescents and their parents perceive problems related to adolescent years.

Adults commonly portray teenage years as the *"best years of life"* and adolescents too look forward to group of activities associated with this stage such as dance parties in discotheques, or a bright eyed couple holding hands or sipping soda at a restaurant, or a sporting event. However these are but only a part of the picture adolescents have for the coming years. Life ahead for them is tough and filled with demands from parents, teachers, friends as well as themselves (Gupta, 2003). Growing up, negotiating a path between

gaining autonomy on one hand and dependence on the other hand is a tough business. It leads to stress if adolescents are ill equipped to cope, communicate and solve their problems (Walker, 2002).

The spectrum of adolescent problems is wide. The problems vary with individuals just as their social contexts vary. Variation is observed even in manifestation of problems, in their severity and in time span. Some adolescent problems are short lived while others can persist over many years. Some problems are more likely to appear at certain age than at another. Studies have related both genetic and environmental factors to these problems. Some commonly associated factors are poverty, ineffective parenting and mental disorders (Panta, 2005). According to National Health Association, Virginia, one out of every five teenagers suffers from clinical depression, and the most important associated factors are parental and social demands which convert everyday stress into mental health illness. The dramatic physiological and psychological changes make adolescents exhibit certain tendencies which further exposes them or makes them prone to problems.

The effect of tensions trickles down to children in variety of ways. Communication, which is very important at this stage, becomes difficult. Under the pressure of keeping the adolescents on right track, parents often see themselves as "managers" of their children's lives, instead of being "consultants". "Consultant" parents, focus on helping their adolescents develop and exercise 'decision-making muscles' (Riera, 1995). By giving up the role of manager, parents can give their adolescents a chance to become more autonomous, which is the major developmental task of adolescence. Being *'consultant'* also has the advantage of avoiding over-parenting or over-managing and under parenting or abandonment (Reira, 1995). Parents too get much more respect, love and compliance from their adolescents when they are consultants.

Adolescents need to be provided with accurate and appropriate information, by supportive and patient parents. Understanding, parental acceptance of individuality and connectedness, help adolescents to mature without feeling left out or alienated from their family (Hauser & Bowlds, 1990; Steinberg, 1993). Steinberg & Steinberg (1994) found positive relationship with parents as a common link between successful adolescents.

Expecting adolescents to take on more responsibility and behave like adults on one hand and at the same time listen to parental demands and be obedient, since they are neither children nor adults, results in a set of dilemmas for both adolescents and their parents (Ryan et al., 1986; Williams & Radin, 2001). Exercising reasonable control, but also being flexible and encouraging independence (authoritative) has been found to be most effective

1.1 Root Causes of Adolescent Problems

Adolescence has often been referred to as a period of storm and stress (Feldman & Elliot, 1990). It is time of change and upheaval which has been reported to result in many problems (Wasta, 1983). Researchers have reported heightened emotional tension and insecurity during adolescence (Sen, 1989). Parental support at this juncture has been shown to provide a sense of emotional stability to the adolescents. Emotional disclosure to parents has been strongly associated with adolescent's perception of better family communication, family cohesion and satisfaction with family relationships (Papini, 1990).

Adolescence has also been extensively related to changes in the social behaviour, interests and choice of friends (Harter, 1983). Adolescents have been reported to show enhanced ability to understand the nature of social relationships. Mathur & Misra (1997) has elaborated on the role parents play in congenial socialization of the adolescents and in procuring the best type of family climate for the development of their personality.

Research in the area of cognitive development has suggested that during adolescence there are integrated, multilevel changes in thinking. Parenting plays a salient role in enhancing the cognitive development at this juncture of adolescents' life and influences their thinking and understanding (Patterson & McCubbin, 1987).

Even though a certain pattern of change and development during adolescence has been suggested yet a number of factors interact and influence individual growth pattern like, Genetics (Ramssok, 1999), Family environment (Alan, 2005), Parent-child relationship (Pal, 1987), Peer group (Prinstein; Boergers, 1999), Parental attitude and child rearing practices (Saraswathi; Dutta, 1998), Parental education and occupation (Phinney et al,2001), and Mass media, religion and culture (Kashani; Dekovi, 2002).

Puberty and Adolescent Problems

Puberty is a period of several years in which rapid physical growth and psychological changes occur, culminating in sexual maturity. Although this is a normal maturational process, it can cause difficulty for the individual especially if a young person is precocious in puberty or if puberty is significantly delayed (Gerald and Gerald, 1999). Variation in the pattern of puberty and changes in boys and girls are noticeable (Marshall et al, 2001). Research studies indicate that adolescents become preoccupied with their bodies (Mc Cabe & Ricciardelli, 2003, 2004).In fact some adolescent girls adopt strict diets to achieve an "ideal" figure which can put them at risk of developing eating disorder. (Archibald et al; 1999) and may lead to depression. Hormonal changes make them prone to increase in heterosexual friendships and sexual experimentation. Studies indicate that youngsters indulge in sexual activities for pleasure, conformity to peers, escape from loneliness and as an index of personal maturity (Atkinson et al., 2004). Puberty related problems like menstrual imbalance, vaginal discharge, wet dreams, pimples (acne), and addiction plays significant role in causing stress, anxiety, emotional stability, behaviour problems, and depression. Puberty demands drastic emotional readjustment. Adolescents strive to become individuals in their own right, a process called individuation (Anderson, 1986). If the parents encourage dependency, their children cannot grow up; if they overreact and reject their adolescents, the adolescents are hurt and resentful
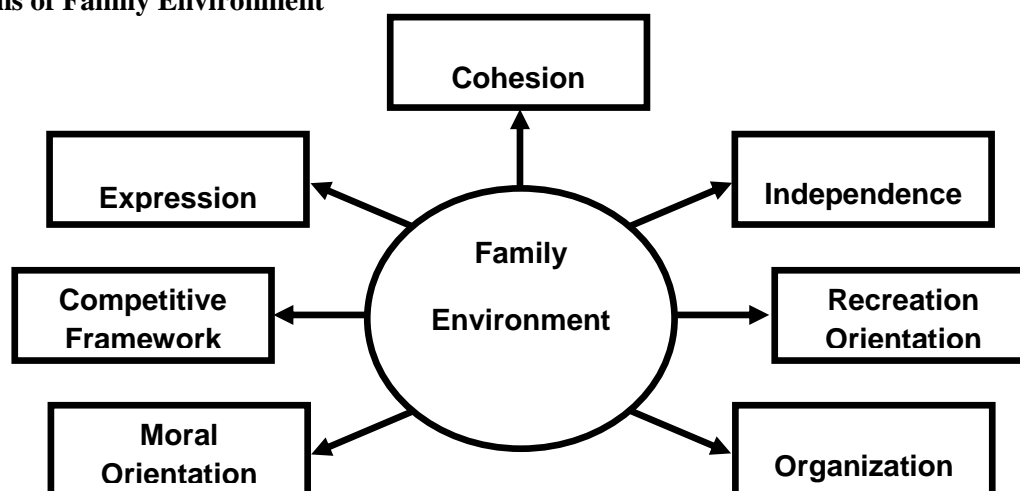
Family Environment and Parent- Adolescent Relationship

Family environment and the related factors also have the potential of causing problems for adolescents. Depending on the forms of functioning adopted, different families present different conditions, rules and expectations regarding behaviour and autonomy. Dealing and adapting to these is often a challenging job for adolescents. Some
Dimensions of family environment as given by Moos and Moos, (1986) which can influence adolescent problems are given below in figure-1.

Figure-1

Dimensions of Family Environment

Source: Moos and Moos, (1986)

The family environment is perhaps the most enduring context for growth and is the primary agent of socialization. Different family types can affect differently the family environment, as the needs and expectations vary in each type. Joint families demand role hierarchy, interdependence, and lack of privacy which are incongruent with the needs of the modern life. So, nuclear families are fast replacing the joint families (Gore, 1978; Saraswathi & Pal, 1997; Mathur & Misra, 1997).

Tandon in 2007 indicate a positive influence of healthy family environment on adolescents' functioning. Cohesion is family environment helps to develop regard for parents and attachment with them (Brenner, 1984). Leads to positive sibling relationships (Brody et al., 1992).Enhances ability to take advantage of the resources available at home (Schneider & Stevenson, 1999).Boosts self-esteem,

self confidence, sociability, and autonomy (Hoelter & Harper, 1987; Cheung & Lau, 1985).Enhances school competence, ability to cope with stress and creates less threat of evaluative situations (Du Bois et al., 1994). Whereas, supportive and harmonious family environment leads to effective problem solving ability and more satisfaction with life (Rueter & Conger, l995). Reduced anxiety and depression (Shulman et al., 1987). Increased competence and higher levels of achievement and success seeking behaviour (Cooper et al., 1982). Better benefits from schooling (Juang & Silbereisen, 2002; Chowdhary & Chowdhary, 1993).Higher grades and scholastic self concept (Aggarwal, 1990). The family environment ridden with conflict leads to self uncertainty, low self-esteem, evaluation anxiety and development of failure avoidance tendencies (Thompson, 1999, 2001).External manifestation of inner dissatisfaction such as negative identity, bad behaviour, and depression (Harris & Howard, 1984).Negative effects which get multiplied rather than simply added together (Werner & Smith, 1982).

Marital Relationship and Adolescent Problems

Another salient predictor of adolescent problems is quality of marital relationship (Erel & Barman, 1995; Fauber et al, 1990). The closeness in the marital relationship and the encouragement that the spouse provides for adolescents, augments parental sensitivity and involvement with the children. (Hetherington, 1989; Maccoby & Martin, 1983). Recently, Kumar & Buehler (2003) documented an association between marital conflicts and ineffective parenting from 39 studies. Almeida et al., (1999), had earlier reported that parents are about 50% more likely to have tense interactions with their children after marital tension. Negative emotions flow from parents to children (Christensen & Margolin, 1988; Downey et al., 1999; Larson & Richards, 1994).

As cited in Tandon, (2007), marital discord leads to poor family environment and results in; poor quality of parenting, lowered level of involvement, greater proneness to forceful and punitive disciplinary practices. Increased parent-adolescent and adolescent-sibling conflicts (Buehler & Gerard, 2002).Increased conflicts in parenting practices, reduced sensitivity of parents, and especially fathers (Hetherington, 1989; Gano-Philips & Finchman, 1995). Increased stress on adolescents (Brody & Forehand, 1992). Lowered performance at school. Poorer sense of well being and relationship with friends, especially when isolated from parental support, as well as support from grandparents and siblings (Hetherington, 1993; Gano-Philips & Finchman, 1995). Negative effect on socio - emotional development of adolescents directly, by shaping their perception (Davies et al., 2002), and their ability to regulate their emotions (Gottman & Katz, 1989), and indirectly by affecting their coping responses (Jenkins et al., 1989). Maladjustment in adolescents (Osborne & Fincham, 1996; Conger, 1997; Formoso et aI., 2000, Kelly, 2000).

Peer Group and Adolescent Problems

Peers become increasingly potent as children move from one grade to the next higher grade. Adolescents are very susceptible to peer pressure and peer relationships. Peer group involvement helps to build confidence among members in their collective and individual abilities to influence their own environment. When adolescents discover that they can meet their friends expectations, academic or otherwise, they build self-esteem. This self-esteem, in turn, nurtures the confidence in them (Kaplan, 1983). This further helps in shaping their emotional make up thus, lending a hand in promoting a good emotional quotient and fewer problems.

Making friends and maintaining lifelong ties is a normal phenomenon, more so during the turbulent years of adolescence (Verma, 1999). Peer group assumes greater importance, owing to the greater degree of acceptance it gives and the amount of time spent in the company of the peers (Garrison, 1975).However, sometimes the price of admission to a 'cool' peer society for many adolescents may lead to involvement with smoking, alcohol and drugs. For some teens, substance abuse provides temporary relief from their problems (Needlman, 2001).

Opposite Sex and Adolescent Problems

As the adolescents mature, relationship with parents, siblings, peers and those in position of authority all undergo change. Adolescents see the epochal development of experiencing sexual attraction towards others (Lewis, 2002. The problems may be generated or increased in a country like ours where heterosexual interactions are generally discouraged, especially for girls (Saraswati, 1999).

Future Related issues and Adolescent Problems

The other major psychological challenge for young people involves the formation of new identity. Adolescents begin to feel the pressure of having to state what they want to be by the time they reach the end of their schooling. They have to make academic decisions at school that would, more or less, seal their future course of education and career (Sharma, 1999). Adolescent's lack of knowledge of their own abilities and paucity of assessment of information of their interests and aptitude makes this tougher.

Academic Performance and Adolescent Problems

Since achievement in a school is equated by parents with future success in life, adolescents are put under constant stress to perform well. Sometimes their leisure time activities are curtailed to increase their study hours. Underachievement invites adverse comments from parents and other family members. School related problems have been related to poor mental health of adolescents in several studies. According to Gerald and Gerald (1999), these stresses are likely to be intensified when there is a conflict with parents as the school performance goes down in a negative family environment. Difficult family relationships have been shown as an important underlying cause for poor school attendance (Garrison and Garrison, 2003).

1.2 High And Low Academic Achievers

According to Hindgren (1981), a high academic achiever is the individual who has channelized his potential so much that he achieves more than he expects to achieve. Conversely, a low achiever is the one whose academic performance is strikingly lower-than what one would expect from intelligence-test scores. Actually such a student is a challenge to teachers and researchers because his IQ suggests that he has the ability to do better in the classroom than his marks indicate.
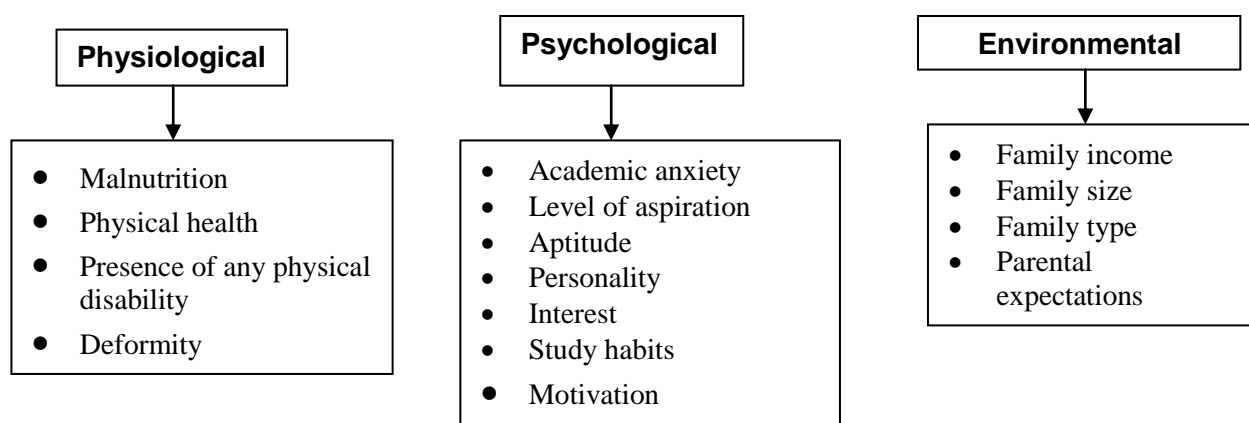
The literature cited in this area shows that there is little consensus concerning what the high and low academic achievement is. Therefore, for the present study, high academic achievers are operationally defined as those whose academic performance has been superior in the form of obtaining high percentage of marks. On the other hand, low academic achievers are the ones whose academic performance has been inferior in the form of obtaining low percentage of marks. Shaw and Brown (1980) stated 'that low academic achievers are actually successful in learning. However, they receive a lower grade which suggests that they may have difficulty in completing the tasks that teachers set for them. This difficulty may be attributed to number of factors like personality of the child, interest, aspirations anxiety, problem solving ability etc.

Current research suggests that school performance correlates with quality of one's interpersonal relationships and additional developmental outcomes. Academic failure, as assessed by the frequency of problems with peers and difficulty with school work, has a great impact on relationships in the home, as students who have had a bad day at school are more likely to display aversive behaviour towards their parents that evening. Performance in the classroom can influence self-perceptions, as teacher-rated work and social patterns predict self-esteem, while grades in a particular subject can influence students' self-esteem relating to that given subject (Hoge, et.al., 1990).

Factors influencing academic achievement have been broadly classified into following three groups
Figure-2

Factors Influencing Academic Achievement

Physiological	**Psychological**	**Environmental**
• Malnutrition • Physical health • Presence of any physical disability • Deformity	• Academic anxiety • Level of aspiration • Aptitude • Personality • Interest • Study habits • Motivation	• Family income • Family size • Family type • Parental expectations

Source: Mohan, B. (1986)

Parent-adolescent relationship plays an important role in adolescent socialization by moderating and mediating the impact of influence in and beyond the family (Steinberg & Silk 2002). Relationship with parents remains the most influential of all adolescent relationships (Gear, 2003). Adolescent's perception of high level of stability in the family as well as lack of serious problems in family has been reported to be an important predictor of adolescent mental health. Lack of proper and appropriate role model also plays an important role in multiplying adolescents' problems. As previously stated peer group is another significant factor which influences adolescent's behavior to a great extent.

Despite adolescents undergoing the similar kind of problems, differences in individual perception and the intensity of problems experience by them may vary. Some adolescents perceive even major problems as minor ones while others do just the opposite.

1.3 Parent's Perception Regarding Adolescent's Problems

Not only adolescents but their parents' perception also plays a crucial role in the occurrence and intensity of their teenage children's problems.

Many of the parenting studies during adolescence have considered only adolescents' perception of parenting, although research has reported that adolescents' and parents' perceptions of family characteristics may be very different and may predict adolescent outcomes differently (Hurria, 2003; Tandon, 2007).Studies have reported that both mothers and fathers perceive themselves as more accepting and more firm in control than their children (Callan & Noller, 1986). However, mothers perceive themselves to be higher on firm control, acceptance, and closeness than fathers (Forehand & Nousiainen, 1993).Mothers also rate fathers as less accepting of their children than themselves. Paulson (1992) found that adolescents' and not their parents' perception of parental involvement are related to their achievement outcome, suggesting that what parents think they may be doing in the home may not be what the adolescents perceive. Perception of parents and adolescents regarding parent-child relationship are important in predicting perception of family functioning and problems experienced by adolescents (Tandon, 2007).Research has indicated that adolescents want their parents to be interested in what they are doing and give them moral and emotional support when necessary (Rice, 1998).Understanding of adolescents' problems and building up harmonious family relationships can help in bringing about positive changes in adolescents' life.

1.4 Rationale of the Study

Adolescence has been widely referred to as a period of stress and storm, a stage of turbulence, a problem age due to an array of physiological, psychological, social and emotional changes that accompany this period. Adolescents may experience tremendous anxiety and stress. However an understanding of the nature and extent of problems of both from the perspective of parents as well as the adolescents themselves is essential for providing a platform for counseling or intervention program for both parents and adolescents alike. But there is dearth of Indian based research focusing on the vital and pertinent issue of adolescents' problems. Hence to get an insight into the perception of adolescents and their parents regarding the adolescent problems studying in grade tenth, the present study was undertaken.

As adolescents progress from one class to another, the importance that is attached to their achievement also increases. Their parents and other family members start having high expectations from them, if they do well in academics but if they do not fare well, they are labelled a "failure" or a "dud". Academic achievement determines attitude patterns of significant others in adolescents' life and in turn influences his self perception of problems as well as the manner in which he faces these problems.

Thus it is pertinent to get an insight into the way the high and low academic achieving adolescents as well as their parents perceive their problems. The findings of such a study can enable educators, counsellors and policy makers to chalk out intervention strategies for dealing with major problems perceived by adolescents and their parents.

II.   METHODOLOGY

Objectives of the Study

- To gain an insight into parent adolescent perception of problems of Grade Tenth high and low academic achievers.
- To study discrepancy in parent-adolescent perception of problems of high and low academic achievers.
- To examine differences in self perception of problems of high and low academic achievers of Grade Tenth .

- To study the discrepancy in mother's and father's perception of problems of high and low academic achievers.

Locale of the Study

The present study was conducted in selected Government and Public schools of Chandigarh (U.T.), India.

Sampling Procedure

A list of various Government and Public schools in Chandigarh) was obtained from District Education Office, Chandigarh. From this list, two Government and two Public schools. Govt. Secondary School,Sector-15, Chd, Govt. Secondary School,Sector- 7, Chd, D.A.V Model school, Sector-15,Chd, and S.D. Public School, Sector-32,Chd were randomly selected for data collection ($N = 300$)

Selection of Respondents

From each of the selected schools, a comprehensive list of the students studying in Grade Tenth was obtained along with the percentage marks obtained by them in ninth class. From this list, 50 low academic achievers (25 boys and 25 girls) were selected randomly from two Government and two public schools along with their parents (50 fathers and 50 mothers). Same procedure was used for selection of the high academic achievers. The final sample thus comprised of 100 students of class tenth (50 high academic achievers and 50 low academic achievers) and their parents (100 mothers and 100 fathers). So, total 300 participants were selected. Tools Used

A. Socio Personal Profile

A socio-personal profile schedule for the students was developed by the investigator. It had items such as name, age, sex, and school, class number of siblings, father's educational qualification, father's profession, father's monthly income, mother's educational qualification, mother's profession, mother's monthly income and total family income.

B. Students' Problem Inventory

For identifying the self perception of adolescents regarding their problems a standardized student problem inventory developed by Badami (1977) was used. . It is reported to be a highly valid and reliable test ($\alpha = 0.72$). This inventory consists of total of 240 questions pertaining to 10 different problem areas. It is divided into 10 sub-scales that are; Physical attributes (5 Items), Physical health and fitness (15 items), Self and self image (63 items), Economic and material facilities (14 items), Friendship, sex and marriage (18 items), Family (35 items), Social (22 items), Educational (46 items), Vocational (8 items), Custom, morality and religion (14 items).

The frequency with which the respondents perceived experiencing each problem was assessed by using a five point scale ranging from very often (5), often(4), sometimes(3), rarely(2) and never (1) except for the first problem area i.e. Physical Attributes. The items related to this area were assessed by using 1of the two options, giving 1 mark to the normal and 2 mark if it was a problem. The medium of inventory was English. It is self administered tool which can be administered on an individual or a group and takes on an average 60 minutes to fill.

C. Modified Version of Students' Problem Inventory

For assessing the perception of parents regarding their adolescents' problems the Student Problem Inventory was modified. The number of problem areas and the items in each area were the same. However the items were reworded. 'I' in each statement was replaced with 'My child' for example "I catch cold easily" was changed to "My child catches cold easily", so as to get an insight into parental perception of the same problems and compare them with children's' perception.

Procedure

Prior permission from the Principals of the selected schools was sought in order to carry out the study. Rapport was established with the subjects of all the schools . They were told about the purpose of the investigation and were also assured about the confidentiality of the information for which each individual signed inform consent form. The following instructions as mentioned in the manual were given to them. "This is not a test, but a list of various troublesome problems often faced by several students in their day-to-day life. There is no time limit for filling it. You are to go through the list and tick mark the extent to which the problem bothers you."

Statistical Analysis

The obtained data was coded and tabulated by descriptive statistics, t- test , and ANOVA was used . Graphical representation of the data was done to highlight significant results.

III. ANALYSIS OF RESULTS

Descriptive Statistics

The percentage distribution of the sample with regard to personal variables has been presented in Table 3.1 respectively.

Table 3.1

Sample Descriptive Information (N = 300)

Variables	Categories	High academic achievers (%)		Low academic achievers (%)	
		Boys	**Girls**	**Boys**	**Girls**
Father's Qualification	Matric	33.4	32.7	16.3	40.5
	Graduate	31.2	**37.2**	**74.4**	**48.2**
	Post-Graduate	**35.4**	30.1	11.3	11.3
Father's Profession	Service	**52.0**	48.0	46.8	**54.8**
	Business	48.0	**52.0**	**54.2**	45.2
Mother's Qualification	Matric	40.2	25.3	**62.2**	10.0
	Graduate	11.1	**60.5**	10.3	**54.8**
	Post-Graduate	**48.7**	14.2	27.5	35.2
Mother's Profession	Working	**62.5**	46.0	20.9	40.7
	Non- working	37.5	54.0	**79.1**	**59.3**

Results shown in Table 3.1 indicate that for high academic achiever boys, higher percentage of parents were post graduates as compared to their counterparts in the low academic achieving boys. The high academic achievers had 35.4% fathers and 48.7% mothers as post graduates while low academic achievers had 27.5% mothers and 11.3% fathers who were post graduates.

In case of girls, majority of both high and low academic achievers had graduate mothers (60.5% and 54.8%) respectively and fathers (37.2% and 48.2%) respectively.

Parent-Adolescent Perception Problems of Grade Tenth Students

To get an insight into the parent adolescent perception of problems of adolescents of grade tenth mean scores and standard deviations (SD) were computed for the 10 variables. The mean total scores of the same are presented in table-3.2 given below.

Table 3.2

Parent-Adolescent Perception of Problems of Tenth Class Students (N = 300)

Variables	Adolescents (*n* = 100)		Mother (*n* = 100)		Father (*n* = 100)	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*
Physical Attributes	5.28	0.53	5.10	0.38	5.09	0.35
Physical, Health and Fitness	29.06	8.98	27.08	8.62	26.44	9.65
Self and Self Image	136.37	39.40	124.91	38.55	121.35	39.28
Economic & Material Facilities	28.59	14.06	23.89	8.68	23.51	8.84
Friendship, Sex & Marriage	35.66	14.83	31.51	11.12	30.79	11.46
Family	69.33	23.37	62.47	22.70	61.81	25.24
Social	50.82	16.15	46.36	16.12	45.58	16.13
Education	105.20	29.62	86.58	28.99	86.84	30.42
Vocation	20.44	8.20	16.09	5.63	16.13	6.09
Custom, Morality& Religion	32.97	11.72	27.90	9.64	27.56	9.77

Discrepancy in Parent-Adolescent Perception of Problems of High and Low Academic Achievers

Mean scores, standard deviations were computed and ANOVA was applied in order to see discrepancy.

Table 3.3

Discrepancy in parent-adolescent perception of problems of high and low academic achievers (N=300)

Vari ables	High Achievers							Low Achievers						
	Adolescent		Mother		Father			Adolescent		Mother		Father		
	M	SD	M	SD	M	SD	f-value	M	SD	M	SD	M	SD	f-value
PA	5.34	0.59	5.08	0.34	6.00	0.05	10.14**	5.22	0.46	5.12	0.43	5.18	0.48	0.59
PHF	27.08	7.96	26.20	9.07	23.36	5.82	3.15*	31.04	9.57	27.96	8.14	29.52	11.61	1.21
SSI	113.3	39.55	120.9	42.77	112.7	40.67	3.16*	139.5	39.40	128.9	33.78	129.9	36.21	1.27
EMF	25.50	8.33	23.76	9.59	21.08	7.43	3.42*	24.02	7.75	25.94	9.52	36.78	13.77	5.16**
FSM	34.54	15.87	29.34	11.58	27.26	9.04	4.50*	36.78	13.77	36.68	10.30	34.32	12.59	0.88
FAM	64.80	21.02	59.32	22.21	53.12	17.55	4.11*	73.86	24.90	65.62	22.97	70.50	28.73	1.30
SOC	48.40	13.73	43.56	16.14	40.70	14.60	3.42*	53.24	18.07	49.16	15.77	50.46	16.24	0.77
EDU	104.2	30.35	83.28	30.30	77.46	26.21	11.62**	106.0	29.16	89.88	26.38	96.22	31.67	3.89*
VOC	19.22	8.92	15.84	6.02	15.20	6.22	4.52*	21.66	7.29	10.34	5.27	17.06	5.88	10.81**
CMR	31.72	11.81	27.50	9.86	25.06	8.49	5.51**	34.22	11.62	28.30	9.50	30.00	10.39	4.15*

*P<0.05,**P<0.01,***P<0.001

Table 3.3 indicates that for high achievers, significant differences between mothers, fathers and adolescents emerged in all domains of development while in case of low achievers significant differences emerged in education, economic and material facility and custom, morality and religion. It was seen that in area of education both the low and high achievers perceived more problems as compared to their parents.

Discrepancy in High and Low Academic Achiever's Perception of Problems

Table 3.4

Discrepancy in high and low academic achiever's perception of problems (N = 300)

Variables	High Achiever Adolescents		Low Achiever Adolescents		t-value
	Mean	SD	Mean	SD	
Physical Attributes	5.34	.59	5.22	.46	1.12
Physical, Health and Fitness	27.08	7.96	31.04	9.57	2.24*
Self and Self Image	133.26	39.55	139.48	39.40	.78
Economic & Material Facilities	25.50	8.33	31.68	17.63	2.24*
Friendship, Sex & Marriage	34.54	15.87	36.78	13.77	.75
Family	64.80	21.02	73.86	24.90	1.96
Social	48.40	13.73	53.24	18.07	1.50
Education	104.38	30.35	106.02	29.16	.27
Vocation	19.22	8.92	21.66	7.29	1.49
Custom, Morality& Religion	31.72	11.81	34.22	11.62	1.06

*P<0.05,**P<0.01,***P<0.001

To get an insight into the discrepancy in high and low achiever's perception of problems, t-test was applied. The result indicates that in majority of the domains studied, no significant differences emerged in perception of low and high academic achievers. Only in the areas of physical health and fitness and economic and material facilities, low achieving adolescents showed perception of significantly greater problems as compared to the high academic achievers.

Discrepancy in Mothers' and Fathers' Perception of Problems of High and Low Academic Achievers

To get an insight into discrepancy in parent's perception of problems of tenth class high and low academic achievers, t-values were computed for the 10 variables. A look at the result given in table 3.5 shows that while significant differences in the mother's perception of problems of high and low achievers emerged in most of the problem areas, no such differences emerged in father's perception. For Results see table 3.5.

Table 3.5

Discrepancy in mothers' and fathers' perception of problems of high and low academic achievers (N=300)

Variables	High Achievers' Fathers		Low Achievers' Fathers		t-value	High Achievers' Mothers		Low Achievers' Mothers		t-value
	Mean	SD	Mean	SD		Mean	SD	Mean	SD	
PA	5.08	.34	5.12	.43	.51	5.00	.00	5.18	.48	2.64**
PHF	26.20	9.07	27.96	8.14	1.02	23.36	5.82	29.52	11.61	3.35**
SSI	120.9	42.77	128.88	33.78	1.03	112.74	40.67	129.96	36.21	2.23*
EMF	23.76	9.59	24.02	7.75	.14	21.08	7.43	25.94	9.52	2.84**
FSM	29.34	11.58	33.68	10.30	2.00	27.26	9.04	34.32	12.59	3.22**
FAM	59.32	22.21	65.62	22.97	1.39	53.12	17.55	70.50	28.73	3.65**
SOC	43.56	16.14	49.16	15.77	1.75	40.70	14.60	50.46	16.24	3.15**
EDU	83.28	31.30	89.88	26.38	1.14	77.46	26.21	96.22	31.67	3.22**
VOC	15.84	6.02	16.34	5.27	.44	15.20	6.22	17.06	5.88	1.53
CMR	27.50	9.86	28.30	9.50	.41	25.06	8.49	30.06	10.39	2.63**

*P<0.05,**P<0.01,***P<0.001

IV. DISCUSSION

Results of the present stud give clear insight about parent-adolescent percention problems. Findings revealed that low achieving boys had high percentage of mothers 62.2%, who were merely matriculates. Earlier studies do show importance of parental education in children's academic performance and especially so of the mothers who have closer relationship with their children (Kaur, 1992; Mohan & Nalwa, 1996; Hurria 2003). Data also shows that high academic achiever boys had higher percentage of working mothers i.e. 62.5% as compared to low academic achiever boys where percentage of non working mothers were more 79.1%.Thus maternal employment could perhaps be related to the educational level of the mothers. The high achievers had higher percentage of mothers who were post graduates while the low academic achievers had higher percentage of mothers who were matriculates. Maternal employment has also been shown in earlier studies to influence children positively in academic performance (Saksena et al., 1977; Juneja, 1979; Mathur & Misra, 1997; Richards & Duckett, 1994) (see table 3.1). The results of parent-adolescent perception problems of grade tenth students indicate that both parents and adolescents do not perceive very acute problems in majority of the domains undertaken in the study. Although this is contrary to the belief that adolescence is a period of great stress and storm, the results find justification and support from review of literature. Findings of the present study indicate that as a group both adolescents and parents perceive few problems related to physical attribute, physical health and fitness. The respondents in the present study did not seem to perceive many problems related to height, hearing or teeth. Problems to an average extent were reported in the areas of weight and eyesight. The possible reasons for reporting few problems in the areas related to physical attributes and physical health and fitness, could be that adolescents today are generally provided with adequate facilities and provisions required for healthy growth and development. They are given prompt medical care and attention when ever required both due to awareness and financial resources available to high average income families. The reasons for reporting problems in the areas related to weight and eye sight could be lack of physical exercise and outdoor recreation indulged in by the adolescents. Their favourite pastime is watching TV, computer and net surfing. Worthwhile activities such as outdoor games, walks and exercises find a back seat (Gerbner, et al.,1986). Another reason could be that due to greater academic work required for tenth class board examinations, adolescents do not have sufficient time to indulge in outdoor activities. The small breaks they take from their studies are spent in net surfing using facebook or orkut or playing video games (Anderson, 1986). Earlier studies have shown that adolescents who spend more than five hours a day using electronic media or watching T.V. are often affected by obesity (Litt, 2002).

Another reason related to perception of poor physical health may be irregular eating habits. Breakfast is often skipped, due to early school hours or tutions in the early morning (Lowry et al., 2002). Adolescents often miss meals or eat away from home due to tutions and outdoor activities with peer group. (Thompson et al., 2004).Studies relate consumption of large amounts of fat and calories to obesity and nutritional deficiences(Neilson & Popkin, 2003; Thompson et al., 2004).Contradiction and conflicts in self description and self image may be witnessed at various ages (Harter & Monsour, 1992). The results of the present study indicate that both adolescents and their parents perceive problems in self and self image only to an average extent. Items pertaining to emotional aspects such as being very emotional, nervous, lonely, careless and fatigued were responded by the majority as being experienced sometimes or rarely. This may be related to the fact that in Indian culture, adolescents share a fairly close relationship with their parents and maintain a great deal of love, loyalty and respect for them. A study done by Flouri & Buchanan, 2003 and Steinberg, 1996, also reports that adolescents who feel close to their parents are more likely to show greater self reliance and independence, higher self esteem, better school performance and fewer psychological and social problems.

Smetana et al, 2003, reports those conflicts between adolescents and their parents as related to parental demands and perfection in task performance can create problems of self and self image. Thus greater problems perceived by parents and adolescents of the present study in relation to items pertaining to perfection in task performance, planning and execution of various tasks and frequent arguments and quarrels could be related to parent adolescent conflicts. As the adolescents get older, these conflicts tend to reduce as parents and adolescents start sharing similar views as related to values and beliefs regarding social, political, religious and economic issues (Paikoff & Collins, 1991) and the perception of problems in this area also decreases. In Indian culture respect, trust and obedience are fostered and encouraged and adolescents do not experience much trouble in being guided or even at times be dictated by parents into doing things their way. Perception of problems pertaining to suspicion, acceptance of criticism, sharing experiences and doing forbidden things was reported to an average extent. Because of flood of sex hormones most adolescents experience a powerful sex drive. Masturbation, nocturnal discharge, interest in opposite sex is normal. Adolescents gain knowledge about these aspects from peers, internet or literature. Thus, these experiences were also not perceived as a major problem by majority of the parents or adolescents.Results of table 3.2 indicate that problem habits such as getting late, wasting too much time on radio and movies, bad temperament, poor time management, inability to solve personal problems, lack of perfection in completing task are experienced often by the adolescents. These seem to be problems of adolescents all over the world as reported by various studies done in different parts of the world. These problems could be related to nature of parenting as well as hormonal changes. Results of several earlier studies relate parenting skills to emergence of poor adolescent habits. Parental warmth, moderate control and supervision can help adolescents develop healthy behaviour patterns and deal effectively with these problems (Galambos et al., 2003).studies show that quality time with both mothers and fathers can strongly contribute and assist adolescents in developing a healthy self and self image (Flouri & Buchanan, 2003; Steinberg, 1996).

The results as given in table 3.2 indicate that adolescents and their parents perceive low and average extent of problems related to economic and material domain. The respondents in the present study belonged to families with an average income of Rs 40,000- 45,000 per month. The socioeconomic stratum determines the kind of clothes adolescents wear, the size of the house they live in and the luxury items they can afford. Economic status has been related to adolescents' self esteem even in several earlier studies (Savin & Demo, 1983; Van et al., 1994). Since economic and material facilities did not seem to pose serious problems for adolescents and their parents, their perception of few problems in this domain is understandable. Both parents and adolescents perceived that they have enough money and clothes and did not feel deprived of proper food. They did not report experiencing difficulty in fulfilling the basic needs of life. Space and privacy at home however did pose problems for them. In today's material society money is considered an important aspect of social standing. Thus, items relating to earning money, having enough money, being extravagant were considered comparatively more problematic. The adolescents seem to give importance to having higher purchase power, earning high salaries and being able to afford luxuries. Results of the present study indicate that even in this area problems were perceived only to an average extent. Friendships occupy a very important place in the lives of adolescents. The results of the present study do indicate that adolescents do not perceive severe problems as far as difficulty in making and maintaining friendships is concerned. However, problems seem to be perceived to an average extent in freedom of cultivating friendships with opposite sex or marriage with such friends. The extent and nature of friendships undergoes a drastic change as children enter adolescence. Review of literature indicates that peer acceptance, intimate self disclosure and heterosexual friendships during adolescence are very important (Gonzalez et al., 2004; Rotenberg et al., 2004). Loyalty and trustworthiness are considered crucial aspects of adolescent friendships and can cause serious

mental health problems if not reciprocated. Love marriage seems to be given importance and is also a cause of a stress and worry for Indian adolescents where it is still frowned upon. Even though various studies indicate that heterosexual friendships are natural during adolescence (Scharf, 2003) both the parents and the adolescents felt embarrassed about answering questions related to heterosexual friendships.The results further show that both parents and adolescents perceived problems with regard to family to an average extent. These results can be related to strong family ties and healthy family environment. Various sociological researches have pointed to the strong family ties in India. Furthermore parenting in Indian families puts emphasis on obedience and familial ties and children are socialized from the very beginning to be obedient, compliant and concerned about family members. Therefore, they do not resent parental expectations of compliance or rebel against restrictions. Change in parental education has also brought about change in parenting practices, making them more liberal in their attitude, especially in decisions concerning freedom to go out of town for studies or career. Thus, the Indian family with thrust on close family ties explains the perception of few problems in this area. The respondents as reported even in earlier studies did not perceived parents as nagging, neglectful or suspicious (Steinberg, 1990, 1993; Larson et al., 1999).Majority of the sample seemed to maintain stable relation with their parents. These results are supported by earlier study by Dryfoos, 1990, who reported that only 20% adolescents pass through a rough phase and have severe conflict with the parents.

Culture plays a significant role in family relationships. Indian culture encourages a strong family bond. Obedience and respect for the parents is considered part of growing up years. American psychologist Reed Larson (1999) who spent six months in India studying middle-socio-economic status adolescents and their families describes Indian parents as "authoritarian" and reports that in India many adolescents do not go through a process of breaking away from their parents both physically and emotionally. Researchers also have found considerably less conflict between parents and adolescents in Japan (Rothbaum et al., 2000). The results indicate that all categories of respondents perceive few problems concerning social area. Parents encourage friendships and friendly relations with relatives, friends and neighbourhood. Thus, establishing close social relationships does not pose serious problems for adolescents in Indian families. Even Indian culture puts much emphasis on social interactions. All celebrations and ceremonies including death involve relatives and friends. Religion plays an important role in adolescents' lives in India and this helps them to deal with people who are hypocrite and undependable. Adolescents are encouraged to forgive others for their meanness and not to give too much importance to money. These facts explain lack of serious problems experienced by adolescents in dealing with offending behaviour of others. Adolescents and their parents also perceive that they have the necessary skills to deal with people who take advantage of them or find faults with them.

Cognitive changes during adolescence as theorised by Piaget, (1932) and Kohlberg, (1969) are responsible for mature thinking about the social order, acceptance of people, social conduct and dealing with situations requiring adaptation or change of moral beliefs. A number of studies report increased level of moral reasoning as the adolescents' progress in age. Culture, family and religion influence moral reasoning and moral action. Cooper & Grotevant (1982) have reported strong relationship between family support and adolescents' liberty to express disagreement or assertiveness. The results of the present study indicate that adolescents feel free to express themselves. Cohesiveness in the Indian family may again be related to this finding. Problems in relation to education have been perceived to an average extent both by adolescents and parents. Adolescents reported few problems related to material facilities for education. As the sample belonged to high middle socio economic group, parents provided the necessary facilities required. Thus, adolescents did not perceive any kind of deprivation as far as educational support was concerned. Problems related to memory, concentration, confidence, choice of study material, time management viz–a viz studies also did not seem to bother the adolescents much.

In previous studies parents were perceived to be supportive of educational needs of the adolescents. However problems related to academic stress were perceived to a greater extent. Indian families use academic achievement of their adolescents as a personal status symbol and a means of realizing their own aspirations (Katyal, 1999).This increases the academic stress on the adolescents as they work towards high achievement. It has been reported in earlier studies that academic stress leads to poor mental health and suicidal tendencies (Patri 1995). Although, the new grading system in education has given some relief to the adolescents of class tenth, but parental expectations and aspirations are still tremendous. Adolescents in the present study also reported problems in selection of courses. Lack of guidance could be attributed to this finding. Indian children are generally supported financially by the parents and families till they find a regular employment. This also could be one of the reasons for adolescents feeling relaxed about procuring employment.

This is in contrast to adolescents in western countries where adolescents by the age of 15 progress from casual jobs to regular part time employment (Finch et al., 1997). A survey conducted in U.S. reports that 70% of eleventh- and twelfth- graders work during the school years. Research studies relate financial independence to personal freedom and independence and vice versa. Thus, it can be assumed that being dependent adolescents of Indian families, the respondents did not perceive much problem of financial independence. They did not experience the burden of seeking immediate employment or remuneration to fend for their needs. Studies have indicated positive effect of customs, morality and religion on physical and mental health of adolescents (McCullough, 1995). Customs, morality and religion are often related to coping. A meaningful faith guides the moral behaviour and controls the actions of an individual. The results of the present study indicate that adolescents perceive problems only to an average extent in relation to religious ceremonies, religious faith and idols and respect for religion. Indian culture strongly promotes religious thoughts and action. Respondents however, did report perceiving problem in relation to immoral behaviour of peer group, immoral thoughts and actions and customs like dowry. Respondents perceived problems only to an average extent on issues such as ability to live according to family ideals or religious dictates. Studies have found that religious beliefs can help individuals cope more effectively with their lives and shape perception of pain (Harris, 1984; Thrasher, et al., 2004). High achieving adolescents perceived more problems as compared to their parents, while low achiever's parents perceived more problems as compared to the adolescents (see table 3.3). In the area of vocation both high and low academic achievers reported more problems as compared to their parents. High achievers ($F=10.811$, $p< .01$) and low achievers ($F=4.523$, $p<.05$). Even in the area of economic and material facilities their emerged discrepancy in perception of adolescents and their parents, high achievers ($F=5.160$, $p< .01$) and low achievers ($F=3.169$, $p<.05$). The area of custom, morality and religion also showed discrepancy. Both high achievers ($F=4.158$, $p< .05$) and low achievers ($F=5.510$, $p<.01$) showed significant difference in perception of problems.

In the area of economic and material facilities significant differences in perception of problems emerged between parents and adolescents. High achieving adolescents perceived more problems as compared to their parents, while low achiever's parents perceived more problems as compared to the adolescents The greater discrepancy between low achievers and their parents may be because low achievers may be more extravagant in their expenditure as compared to the high achievers, who may be more involved in studies and tuitions. The pocket money received by high achievers may seem sufficient to them but low achievers may find it insufficient. High achievers may perhaps be also more involved in economic affairs of their family and thus perceive less problems as compared to low achievers who may not understand the economic and material aspect of various decisions taken by their parents, being uninvolved in the family money matters (Goyal, 2003; Kaushik, 2004 and khanna, 2004). In case of high achievers discrepancy was observed between the parents and adolescents in all the other domains as well, namely-physical attribute, physical health and fitness, self and self-image, friendship, sex and marriage, family and custom morality and religion. The reasons are discussed domain wise in the following paragraphs.

In the case of physical attributes and physical health and fitness it may be seen that the high achievers may experience more academic stress, as they devote more time to long study hours thereby neglecting their health. They may not be giving much attention to their meal timings may be skipping regular meals and may perhaps be eating junk food while being away from home for tuitions. Besides, they may not maintain regular fitness regime. While low achievers may not be so anxious and stressed out and they may be more regular with their food habits. They may also be more involved with sports and thus have better perception of their physical attributes and physical health (Rao, 1988; Alosins, 1998). In the domain of self and self-image the high achieving adolescents and their fathers reported similar perception of problems while their mothers perceived greater number of problems. Studies have reported more involvement of mothers in child rearing and also more conflict with adolescents, especially on issues related to peer group, heterosexual friendships and social interactions. This may perhaps be responsible for the present results as mothers of high achievers were perhaps more closely involved in child rearing and also were more demanding and controlling. Excessive control has been shown to create dependence in adolescents and results in poorer self image. In the domain of friendship, sex and marriage ($F=4.50$, $p< .05$) high achievers, reported perception of more problems as compared to their parents. This may be related to studies which report that authoritative parenting fosters high academic performance while permissive and neglectful parenting results in low achievement. Thus low achievers experience less monitoring and control as far as even their peer group or heterosexual friendships are concerned. As a result they have less conflict related to this aspect with their parents and they report greater congruence in perception with their parents (Dixit, 2003).

In the Social domain although more problems were reported to be perceived by low achieving adolescents and their parents. Significant discrepancy between parents and adolescents perception was noted in the high achiever group. The high achieving adolescents perceived greater problems as compared to their parents (Anne, 1990). Adolescents felt that they had problems in participating with enthusiasm, doing things for the sake of popularity, dealing with negative quality of other people and owning responsibility for the faults they had not committed while parents did not perceive such limitations of their adolescents, being satisfied with their high academic achievement. High achievers did not seem to give much emphasis on spending too much energy or time on relatives and friends or get involved with family functions and ceremonies. This perhaps explains the difference in perception of parents and high achieving adolescents.

In the domain of family, low achiever adolescents and their parents perceived more problems as compared to the high achievers group (F=4.11, p<.05)but significant discrepancy in perception of parents and adolescents was observed in high achiever group. This could be related to the demanding nature of parents of high achievers who may be granting inadequate freedom to adolescents for selection of future careers, subjects and activities. The adolescents may find them nagging and irritable. This at times may make the home atmosphere tense and the adolescents unhappy. In the area of customs, morality and religion more problems were perceived by low achievers as compared to the high achievers and significant differences of perception of problems between parents and adolescents were reported both by high achievers as well as low achievers.(F=5.51, p<.05);(F=4.15, p<.05).The adolescents of the both the groups reported greater perception of problems as compared to their parents. It has been reported in earlier studies too that as adolescents grow, they start questioning the values with which they have grown up. They get familiar with the values of their friends, which at times may be different from their own. They start rethinking about their values which many a times creates parent-adolescent conflict. This perhaps is the reason for present results.

In Indian families religiosity and morality holds lots of importance. With the impact of western culture, adolescents are bound to have difference of opinion between themselves and their parents as far as customs, morality and religion are concerned (Walker, 2002). As far as poorer perception of low achievers is concerned, they have been reported in earlier studies (Thompson, 1999) to show self uncertainty, low self esteem evaluation anxiety and external manifestation of inner dissatisfaction such as bad behaviour, morally incorrect acts and defiance of customs (Harris and Howard, 1984). This perhaps explains the present results.Table 3.4 indicates that in majority of the domains studied, no significant differences emerged in perception of low and high academic achievers. Only in the areas of physical health and fitness and economic and material facilities, low achieving adolescents showed perception of significantly greater problems as compared to the high academic achievers.Literature review highlights that some parent-adolescent conflict is normal and is experienced by majority, irrespective of family type, personality, class, culture or age group (Moos, 1997; Rice, 1998). Thus whether an adolescent is high achiever or a low achiever same problems are experienced equally. All adolescents experience similar physiological and psychological changes and are faced with common developmental tasks (Dixit, 2003; Hurlock, 2001; Ross, 1961).Thus the perception of the problems related to physical attribute, self image, friendship, sex and marriage, social, education and vocation domains and moral and religious related issues do not find much discrepancy between the two groups of adolescents.

In case of the problem area related to physical health and fitness, low achievers perceived significantly more problems as compared to the high achievers. This could be related to the difference in parenting practices fallowed in the two groups. The majority of mothers of low achievers were less educated as compared to the mothers of high achievers. Since education of the mother influences the knowledge of health and health related problems, the efforts put in to deal with them, the prompt medical care rendered and sought and early detection of any physical abnormality, it can be assumed that high achieving adolescents had the advantage. This has been reported in several earlier studies (Mohan & Nalwa, 1996; Hurria 2003).Significant differences were seen in perception of problems related to economic and material facilities between low and high achievers. This could be related to poor parenting skills as well as poor money management and extravagant habits of low achievers. Greater preoccupation of low achiever adolescent in spending money on movies, outings, video games, etc. makes them feel that whatever money they get from their parents is not sufficient. High achievers may be indulging in these activities to a lesser extent being more involved in scholarly pursuits (Savin & Demo, 1983; Van et al., 1994).Table 3.5 shows that while significant differences in the mother's perception of problems of high and low achievers emerged in most of the problem areas, no such differences emerged in father's perception.. Several studies done on parenting in Indian families show that mothers share a close relationship with adolescents and are more involved in parenting as compared to the fathers (Mohan & Nalwa, 1996; Hurria 2003; Tandon, 2007).

Mutuality, co-operation, high level of intimacy and sharing has been reported more in mother-child relationship as compared to father-child relationship. Mothers assume greater responsibilities of child rearing in families and adolescents spend more time with them. Because of this they also have more conflicts with them and also have more open confrontation. Fathers and adolescents show limited shared activities and thus do not get to know each other as individual personalities. Fathers are usually perceived as ill tempered, more dominating, rejecting and punishing as compared to mothers. Fathers are strict disciplinarians and are more likely to attempt to exert control over their adolescents (Steinberg, 1988). Thus, less father- adolescent interaction in both the categories of respondents i.e. high and low achiever is responsible for less difference emerging between the fathers. Besides there was not much difference in father's education level for the two groups, which also could be related to congruency in fathers' perception of problems of both high and low academic achiever groups (Paulson and Sputa, 1996).

In case of mothers, highly significant differences emerged in domains related to physical health and fitness, economic and material facilities, friendship, sex and marriage, family, social, education and customs, morality and religion. In all these domains mothers of low achievers perceived greater problems as compared to mothers of high achievers. The poorer perception of mothers of low achievers could be related to their poorer level of education, which perhaps leads to greater problems being faced by them in dealing with their adolescent's problems related to educational, vocational, social and physical attribute domains (Reynolds, 1992).

V.   CONCLUSION

The rapidly changing demands of the modern world have necessitated a relook into perception of problems both by adolescents and their parents. The results of the present study indicate that the widely accepted notion of adolescence being a stage of stress and storm no longer finds sufficient support. Perhaps the social changes, parental functioning and family environment are having a beneficial influence on the parent child relationship and the coping skills of the adolescents. The results of the present study highlight that both adolescents and their parents perceive problems of both low and high academic achievers studying in tenth class only moderately in majority of the domains.

However significant discrepancy in perception of problems emerged between parents and adolescents and between high and low academic achievers of tenth class students. Since discrepancies in perception of parents and adolescents can result in increased level of stress within the family and increase level of anxiety, depression and conduct problems in adolescents, organising workshops and seminars related to changes during adolescence, parenting skills and better communication between adolescents and their patents' could help resolve some of the problems perceived by the respondents in the study.

VI.   ACKNOWLEDGEMENT

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