

A Study on Academic Achievement of 9th Standard Students in Relation to their Parental Behavior

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Abstract: *To a child, a parent is most important in his life. Being involved in child's life parents shapes the morals, values and manners. These morals and manners will help the child to succeed in school. Parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Children achieve more when schools and parents work together. Parental involvement promotes social growth of a child. Children whose parents are involved in their education have many advantages. In this present study examines the study on academic achievement of 9th standard students in relation to their parental behavior was taken. Student's academic achievement and their relation to parental behavior were analyzed using dependent and independent variables. The development of physical, social, aesthetic and emotional qualities in the child are assessed only through the academic achievement of the child's in this process of education. This academic achievement of the child is assessed by the teachers in the educational progress through the process of education. There is no doubt in the fact that education is imperative to national development.*

Key words: *academic achievements, students, parental behavior, children*

I. INTRODUCTION

To a child, a parent is most important in his life. Being involved in child's life parents shapes the morals, values and manners. These morals and manners will help the child to succeed in school. Parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Children achieve more when schools and parents work together. Parental involvement promotes social growth of a child. Children whose parents are involved in their education have many advantages. They have better grades, test score, long term academic achievement, attitudes and behavior than those with disinterested mother and father (Gestwicki, 2000). Parents becoming involved in their child's schooling create extra sources of social constraint to influence the child's behavior (McNeal, 2001). For example, parents talking to their children and becoming involved in the school convey a message to the child of education being important. Parents should be talking with your children's teachers and letting her know about your family. The more she knows about your child, the better she will be able to connect with your child. Telling your child's hobbies, pets, as well as learning difficulties and strengths will provide for a more intimate school year (Spencer, 2001). One of the way in which parents play a critical role in their children's social development is by encouraging their interactions with other youth (Updegraff, 2001). If children are able to work in group settings, this will not only help the child get along with other students, but it will also lessen the amount of disruptions in class thereby making it easier for the teacher to teach. Parents need to stress the importance of little things your child can do; to smooth the teachers day and help himself learn, such as listening when classmates answer questions, writing his name on assignments, and keeping his desk and work area tidy (Spencer, 2001). In this context, present study examines the study on academic achievement of 9th standard students in relation to their parental behavior was taken.

II. METHOD

Sampling: A sample of 240 students of both boys and girls were selected using stratified random sampling technique. Proportionate representation is given to both Boys and Girls students from government, aided and unaided Institutions in Tumkur district, Karnataka and students studying in classes IX constituted the sample.

Tools used: Children's Report of Parental Behavior inventory (CRPBI) (Uma Saxena and Saxena, 1977) which lists 18 scales was used to obtain students academic achievement and their relation to parental behavior. From 18 scales, 12 times of children's report of parental behavior inventory Scale contains 5 – items each and the remaining 6 scales contain 8 – items each. Each item is assigned a score of 3, 2 or 1 according to the response L, SL or NL respectively. To calculate scale scores, add scores (3, 2 or 1) of all the statement of each scale. Divide the total score of each scale by 5 in case of 5 – items scale and by 8 in case of 8 – item scales. Multiply this by 10.

Reliability of the scale: The test-retest reliability was computed (N=120) and the r was found to be 0.77. The present English version contains 108 items representing 18 different areas of children's perception. Some of these contained 8 – items each and some contained 5 – items each. It is a self administrating inventory.

Scoring procedure: The investigator collected the data and employed using person's product moment co-efficient of correlation and 't' test to test significance of mean difference.

Data Analysis: Student's academic achievement and their relation to parental behavior were analyzed using dependent and independent variables. The scoring is done on the points. A score of 3 is assigned or L (like the parents) response, 2 for SL (somewhat like the parents) response, and 1 for NL (not like the parent) response. The scores obtained by the IX standard students in their VIII standard annual exams were obtained by the investigator from the school records.

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III. FINDINGS

The data collected has been analyzed and interpreted for each independent and dependent variables.

Table 1: Academic achievement and Parental Behavior

Sl.No	Variables Parental Behavior	N	df	'r'	Significance level
1	Mathematics	240	238	0.173	**
2	Science	240	238	0.102	NS
3	Social Science	240	238	0.153	*
4	Kannada	240	238	0.141	*
5	English	240	238	0.112	NS
6	Hindi	240	238	0.039	NS
Total Academic Achievement		240	238	0.138	*

There is no significant relationship between academic achievement viz., Mathematics, Science, Social Science, Kannada, English and Hindi of IX standard students and their parental behavior. The N, df, co-efficient of correlation and its significance at 0.05 levels 0.01 levels between academic achievement viz, subject wise and total score of IX standard students and parental behavior. From the table it is clear that the obtained 'r' value of 0.173 is more than the table value at 0.01 levels. Therefore it is significant. Hence, the null hypothesis is rejected and alternate hypothesis is formed that there is a significant positive relationship between the academic achievements in mathematics of IX standard students and their parental behavior.

Table 2: Academic achievement belonging to High and Low Parental behavior groups

Sl. No.	Parental Behaviour	N	Mean	S.D	't' Value	Level of Significant
1	High Group	63	215.11	76.08	3.073	**
2	Low Group	67	272.33	130.66		

The obtained 't' value of 3.073 is significant at 0.01 levels of significance, as the obtained t-value is more than the table value. Therefore, the null hypothesis is rejected and the alternate hypothesis is formulated that there is a significant difference in the academic achievement of 9th standard students belonging to high and low parental behavior groups.

Table 3: Academic achievement belonging to moderate and high parental behavior groups

Sl. No.	Parental Behaviour	N	Mean	S.D	't' Value	Level of Significant
1	Moderate Groups	110	241.45	68.26	2.274	*
2	High Groups	67	272.33	130.66		

The obtained 't' value of 2.274 is significant at 0.05 levels of significance, as the obtained 't' value is more than the table value. Therefore, the null hypothesis is rejected and the alternate hypothesis that there is a significant difference in the academic achievement of 9th standard students belonging to moderate and high parental behavior group.

Table 4: Academic achievement belonging to low and moderate parental behavior groups

Sl. No.	Parental Behaviour	N	Mean	S.D	't' Value	Level of Significant
1	Low Group	63	215.11	76.08	1.791	NS
2	Moderate Group	110	241.45	68.26		

The obtained 't' value of 1.791 is not significant at 0.05 levels of significance, as the obtained 't' - value is less than the table value. Therefore, the null hypothesis is accepted that there is no significant difference in the academic achievement of 9th standard students belonging to low and moderate parental behavior group.

Table 5: Academic achievement of both male and female students

Sl. No.	Group	N	Mean	S.D	't' Value	Level of Significant
1	Male Students	120	225.52	101.14	2.962	NS
2	Female Students	120	260.80	82.42		

The obtained 't' value of 2.962 is significant at 0.01 levels of significance, as the obtained t-value is more than the table value. Therefore, the null hypothesis is rejected and the alternate hypothesis that there is no significant difference in the academic achievement of 9th standard male and female students is accepted.

Table 6: Academic achievement of students studying in aided, Government and Unaided Schools

Sl. No.	Groups	N	Mean	S.D	't' Value	Level of Significant
1	Aided	80	302.96	132.11	2.501	*
	Unaided	80	204.91	47.41		
2	Aided	80	302.96	132.11	5.31	**
	Government	80	221.60	36.23		
3	Government	80	221.60	36.23	6.248	**
	Unaided	80	204.91	47.41		

The obtained 't' value of 2.501 is significant at 0.05 levels of significance, as the obtained 't' value is more than the table value. Therefore, the null hypothesis is rejected and the alternate hypothesis that there is significant difference in academic achievement of 9th standard students of aided school and unaided school.

The obtained 't' value of 5.31 is significant at 0.05 levels of significance, as the obtained 't' value is more than the table value. Therefore, the null hypothesis is rejected and the alternate hypothesis that there is significant difference in academic achievement of 9th standard students of Aided School and Government School.

The obtained 't' value of 6.248 is significant at 0.05 levels of significance, as the obtained 't' value is more than the table value. Therefore, the null hypothesis is rejected and the alternate hypothesis is formulated in that there is a significant difference academic achievement of 9th standard student of Government School and Unaided School.

IV. CONCLUSION

To a child, a parent is most important in their life. Being involved in child's life shapes the morals, values and manners that one passed down to them. These morals and manners will help the child to succeed in school. Parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Parental involvement has been operationally defined as the act of being involved in ones children's education (McKechine, 1968). Children achieve more when schools and parents work together. Goal eight of the National Education Goals states, "Every school will

promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children” (Gestwicki, 2000). The purpose of this paper is it shows how parental involvement promotes a teachers ability to teach, which enhances children’s education.

The school is concerned with the development of whole child and all round development of the physical, social aesthetic and emotional qualities should be inculcated among the children. During the process of education of the child he has to be continued oppressed with regard to the level of his intelligence, attainment, aptitudes and interest and education objectives are determined by the needs of these learners, the demands of the society and the psychology of learning. Therefore these objectives of education and the development of physical, social, aesthetic and emotional qualities in the child are assessed only through the academic achievement of the child’s very important in this process of education. This academic achievement of this child is assessed by the teachers in the educational progress through the process of education.

The problems of present primary and higher primary, high schools, pre-university and collegiate education are echoed by educationists, academicians and the scholars like. The policy makers should rise to the occasion and find solution to the problems at the gross-root level for which it is very much essentials to analyze the causes for increasing dropout and failure rates at different levels of education and analyzing this problem with reference to rural and urban life.

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