

PARENTAL INVOLVEMENT, SELF-CONTROL AND ACADEMIC ACHIEVEMENT AMONG 9TH STANDARD STUDENTS

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Abstract

The present study focuses on parental involvement, self-control and academic achievement among 9th standard students. The main objective of this study is to assess the parental involvement, self-control and academic achievement of 9th standard students. The study adopted a Descriptive Survey method of research from 150 boys & 150 girls of students studying in Vellore district. Findings are based on the descriptive and differential analysis of data related to parental involvement, self-control and academic achievement of 9th standard students. The findings are Girl students studying in Girls schools having parental involvement self - control and academic achievement is more than boys.

Introduction

A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for the child. Parental involvement is defined as “A positive interaction between a parent and their child” (Alief, 1994). Parental involvement includes a wide range of behavior but generally refers to parent and family members use and investment of resources in their children’s schooling. These investments can take outside of school, with the intention of improving children’s learning. Parental involvement at home can include parent’s activities such as discussions about school, helping with homework and enhance reading of children.

Students use self-control to shape and manage their lives. The process of setting goals, monitoring behavior, success and failure relative to those goals is a highly personal process. The questions of why and how students have lose self-control are central to understanding how they can more closely align their behavior with their academic achievement. This study will help to assess the parental involvement, self - control and academic achievement of 9th standard students.

Statement of the problem

The present study has been specifically intended to study the parental involvement, self - control and academic achievement with respect to variables, gender, type of school, type of management, medium of instruction, type of family, father’s educational qualification, mother’s educational qualification, father’s occupation, mother’s occupation and family monthly income are investigated in this study. The present study is

entitled as “**Parental involvement, Self - control and Academic Achievement among 9th standard students**”.

Need for the study

Parental involvement helps to guide and evaluate attainment of the needs of the student towards education. Self-control helps to change the undesirable attitude to and make them to adjust with classroom environment and others. Academic achievement need to know the learning strategy and improve the teaching - learning process. Teacher plays a vital role to make aware of the student’s beliefs, thoughts, and approaches and bring out the abilities to attain good achievement.

Scope of the study

The present study deals with parental involvement, Self-Control and Academic Achievement of 9th standard students studying in different types of schools. This study will enhance the involvement of parents towards their interest of children in education. It also helps the students to control on their own in pleasant and unpleasant situation. It is also necessary for the students to achieve successfully in their academic with self-control. The sample of this study is chosen from 9th standard students in which they are both emotionally and physically unstable.

Studies related to parental involvement

Keith Patricia B. and Lichtman Marilyn V. (1994) conducted a study on the influence of parental involvement and academic achievement of 8th grade students. The study have sample of 1,714 eighth grade Mexican American Children. Survey method of research is conducted and a tool is developed and tested a structural equations model which considers and controls for diversity of family backgrounds and values, student’s previous achievements, and other factors. The results found that parental involvement did influence subject’s academic achievement.

Studies related to self - control

Sumbalik (1987) conducted a study on the relationship between certain hypothetical personality traits and discrepant achievement. The survey method of research is conducted for the study and it consists of 300 students of Jammu University including 150 girlsstudents. The results shows that high achievers had less anxiety than low achievers and gave greater self-control which would enable to direct his anxiety to constructive ends.

Operational Definition of Key terms

Parental involvement

According to Colombe (1995), Parent Involvement is the participation of parents in school activities. It is the commitment of time, energy, and good will to promote success

for students. In this study, parental involvement refers to the involvement of parents towards their welfare of children.

Self-control

Self-control refers to behavior in which a person monitors his or her own actions in absence of or in contradiction to the pressure in the immediate environment (Liebert, Populous and Marmor - 1981). In this study, self-control refers to the control of students towards their activities.

Academic Achievement

Achievement is a progress that a learner makes in learning, often measured by either standardized or teacher-made test (Educator, Encyclopedia). In this study, academic achievement refers to marks scored by the students in examination.

Objectives of the study

- To find out the relationship between parental involvement and academic achievement of 9th standard students.
- To find out the relationship between self-control and academic achievement of 9th standard students.
- To find out the difference between demographic variables in their
 - a) parental involvement
 - b) self-control and
 - c) Academic Achievement of 9th standard students.

Hypotheses of the study

The following hypotheses were formulated keeping in view the objectives of the study.

- There is significant relationship between parental involvement and academic achievement of 9th standard students.
- There is significant relationship between self-control and academic achievement of 9th standard students.
- There is significant relationship between demographic variables in their parental involvement, self-control and academic achievement of 9th standard students.

Research design

The study was conducted through descriptive survey method of research and it is most suitable for the present study. The study was conducted on a representative sample of 300 (150 boys and 150 girls) students of 9th standard students selected on randomized technique of sampling from different government, government aided and private schools of Vellore District.

Tools for the study

The following questionnaire is used for this study as listed below.

- Parental involvement questionnaire by Cyrill Antony et al.(2008)
- Self-control Questionnaires by Sing and Sengupta et al.(1996)
- Academic Achievement scores of half year marks of 9th standard students.

Limitations of the Study

Even though the investigator tried her best to make the study successful as possible there are certain limitations they are:

- The present study is confined to the 9th standard students only.
- The study is limited to boys, girls and co - education schools.
- The study is limited to schools in Vellore district.

Statistical Technique used for this study

Mean, Standard deviation, t-test were applied to investigate the hypotheses of the study.

Table 1: Showing the mean, mode, median and standard deviation of Parental involvement, Self- Control and Academic Achievement of 9th standard students

Variables	Mean	Mode	Median	Std. Deviation
Parental involvement	64.00	64.00	66.00	10.09
Self - Control	16.01	16.00	15.00	3.13
Academic Achievement	52.88	53.10	56.00	17.51

Table 2: Showing the relationship between Parental involvement and Academic Achievement, Self - Control and Academic Achievement of 9th standard students

Variables	Significance level
Parental involvement and Academic Achievement	0.228**
Self - Control and Academic Achievement	0.067

** Significant at 0.01 level

Table 3: Shows the significant difference between the Boys and Girls in Parental involvement, Self - Control and Academic Achievement of 9th standard students

Variables	Gender	N	Mean	Std. Deviation	t-value	Level of Significance
Parental involvement	Boys	150	63.28	9.17	1.236	NS
	Girls	150	64.72	9.50		
Self - Control	Boys	150	16.90	3.11	5.138	0.01
	Girls	150	15.12	2.90		
Academic Achievement	Boys	150	50.36	18.84	2.514	0.05
	Girls	150	55.40	15.75		

Table 4: Shows the difference between the 9th standard students belonging to Joint and Nuclear family system in Parental involvement, Self - Control and Academic Achievement

Variables	Type of family	N	Mean	Std. Deviation	t-value	Level of Significance
Parental involvement	Joint	50	59.84	8.48	3.241	0.01
	Nuclear	250	64.83	10.20		
Self - Control	Joint	50	15.74	3.01	0.674	NS
	Nuclear	250	16.06	3.16		
Academic Achievement	Joint	50	43.35	18.45	4.341	0.01
	Nuclear	250	54.74	16.72		

Findings of the study

There is a significant relationship between parental involvement and academic achievement of 9th standard students.

- There is no significant relationship between self-control and academic achievement of 9th standard students
- There is no significant difference between Boys and Girls of 9th standard students in their parental involvement and academic achievement.
- There is significant difference between Boys and Girls of 9th standard students in their self-control and academic achievement.
- There is no significant difference among 9th standard students studying in different types of schools in their parental involvement and self-control in academic achievement.
- There is a significant difference among 9th standard students studying in different types of schools in their academic achievement.
- There is a significant difference between 9th standard students belonging to nuclear family and joint family system in their parental involvement.
- There is a significant difference between 9th standard students belonging to nuclear family and joint family systems in their self-control.
- There is significant difference between 9th standard students belonging to nuclear family and joint family systems in their Academic Achievement.

Educational implication of the present study:

The present study enhance the students for effective academic achievement towards parental involvement and self-control. Some of the recommendations for appropriate parental involvement are

- Recognize the existence and influence of adversities

- Provide more training among teachers to handle students
- Develop peer mediation team among teachers and students
- Teach parents that success breeds success
- Provide parents with counselling to reduce family tension.

Suggestions to improve self-control are

- Global processing
- Abstract reasoning
- High level categorization

Suggestions to improve academic achievement are

- Make teaching interesting
- Teach subjects with different methods and different aids
- Make students to approach the exam with confidence
- Maintain to stay healthy, get enough sleep and eat sensibly during examinations.
- Be positive, stop thinking about the failure
- Encourage to do your best, no one can do more than this?

Suggestion for further research

1. Further research can be done to the orphanage children and physically challenged children.
2. The present study focused on 9th standard students only. It could be extended to all students studying in various types of colleges like Arts, Engineering, Polytechnic, Medical etc.
3. A study may be conducted on examination stress among school students.
4. A similar study may be conducted on relationship between Parental involvement and academic achievement among higher secondary school students of different socio economic status.

Conclusion

In this study, parental involvement, self-control and academic achievement of 9th standard students of different schools were analyzed and conclusions were drawn. The results show that parental involvement enhances the academic achievement of 9th standard students than self-control. It is also inferred that there is a difference in the parental involvement, self-control and academic achievement of 9th standard students towards their personal variables.

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