
ACADEMIC ACHIEVEMENT AMONG THE LEVEL OF PARENTAL SUPPORT OF STUDENTS

Article Particulars

Received: 22.02.2018

Accepted: 07.03.2018

Published: 27.03.2018

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Abstract

In the present study an attempt has been made to investigate whether parental support is related to students' academic performance. The sample included 200 (100 boys and 100 girls) randomly selected class ix students studying in government schools of virudhunagar dist of Tamilnadu. The parental support Scale developed by Dr.R.R.sharma has been used for parental support scores and academic achievement form the marks secured by students in the half yearly examination. The result of the present study clearly indicates the impact of parental support on the students' scholastic performance. The Mean achievement scores of high parental support group were found higher than the low parental support in each case i.e boys, girls and total students.

A student feels more closely attached to his mother and father, that the other members of the family. A student is spent maximum time with his family at home, rather than the school. The present age is the age of rapid change and of competitions, For educational competitions academic achievement is considered essential and equally important too. There are certain factors which affect the students' academic achievement; parental support may be one of them.

Academic Achievement

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance.

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Parental Support

Although much research has focused on the importance of parental involvement in children's education, conducting meta-analyses to determine the overall impact of parental involvement on the student population remains only a recent enterprise. This fact largely contributes to the limited body of knowledge regarding which aspects of parental involvement help student education and just what components of this involvement are most important (Christian, Morrison, & Bryant, 1998; Epstein, 2001; Henderson & Mapp, 2002).

Parental support may be in the form of approval or it may be in the form of asking the child to modify his working. "Approval and guidance are the important factors of motivation, when they are used at a proper place on a proper time".

Objective

To study the impact of parental support on academic achievement of boys, girls and total students.

Hypotheses

- There is no significant difference in Mean achievement scores of high and low parental support group of boys.
- There is no significant difference in Mean achievement scores of high and low parental support group of girls.
- There is no significant difference in Mean achievement scores of high and low parental support group of students.
- There is significant difference in Mean achievement scores of equal parental encouragement group of students.

Methodology

The survey method was used to collect the data. Survey Method is a design to study the phenomenon under investigation.

Sample

The present study consisted of the random sampling technique to select 200 students (100 boys and 100girls) of class IX from the government schools of virudhunagar dist of Tamilnadu.

Tools

Parental support scale developed by Dr. R.R. Sharma is used for measuring the parental support of the selected sample. the reliability coefficient of the test is 0.84

Academic achievement the total marks obtained by the students in the half yearly examination of standard IX were noted down from their concerned school register.

Procedure

Parental support test was administered on the students of the selected sample. After scoring, the Mean and S.D. were calculated. The high and low parental support group of boys and girls were formed on the basis of Mean +1/2 S.D. The 't' value had been calculated to find out the significant difference.

Results and Discussion

From table 1.1 it is observed that calculated 't' value 3.55 is greater than the table value (2.66) at 0.1 level for df58 of significance. Hence null hypothesis 1 is rejected. It reveals that there exists significant difference in Mean achievement scores of high There is no significant difference in Mean achievement scores of high and low parental support group of parental support group is found 5.83 (60.70-54.87) higher then the low parental support group.

From table 1.2 it is observed that the calculated' value 6.16 which is greater than the table value at.01 level of significance. Hence the hull hypothesis 2 is rejected. It can be said that there exists significant difference in Mean achievement scores of High parental support group and low parental support group of girls. The Mean achievement score of high parental support group of girls is 9.36 (62.60-53.24) which higher than the low parental support group.

From table 1.3 it is observed that the calculated' is value 6.97 is significant at 0.01 level of significance. Thus the hull hypothesis 3 is rejected and it can be said that there is significant difference in Mean achievement scores of high and low parental encouragement group of students. the Mean achievement scores of thigh parental support group of students is 7.60 (61.65-55.05) which is higher than the low parental support group.

Table 1 Comparison of Mean Achievement scores of low and high parental support group of Boys/Girls/Students

Sub table	Boys/Girls/Students	Parental Support Group	N	Mean	S.D	't'	Significance
1.1	Boys	Low	30	54.87	6.80	3.55	Sig (.01)
		High	30	60.70	5.85		
1.2	Girls	Low	30	53.24	6.50	6.16	Sig (.01)
		High	30	62.60	5.18		
1.3	Students	Low	60	54.05	7.01	6.97	Sig (.01)
		High	60	61.65	4.75		

Table 2 Comparison of Mean Achievement Scores of Boys and Girls of Equal (Low and High) Parental Support Encouragement Group

Parental Encouragement Group	Boys / Girls	N	Mean	S.D	't'	Significance
High	Boys	30	60.70	5.85	1.34	N.S
	Girls	30	62.60	5.18		
Low	Boys	30	54.87	6.80	0.95	N.S
	Girls	30	53.24	6.50		

The results shown in table 2 reveal that there is no significant difference in Mean achievement scores of boys and girls of equal (low or high) parental support groups. The calculated 't' values 1.34 and 0.95 are less than the table value at 0.05 level of significance. Hence, the null hypothesis H₀ is accepted. It reveals that there is no significant difference in Mean achievement scores of boys and girls in high parental support group or in low parental encouragement group. It is inferred that the mean achievement scores of the similar parental group are nearly similar. Summarizing the result obtained by table 1 and 2, it indicates the impact of parental support on academic performance of students.

Conclusion

The findings of the present study indicate that there exists significant difference in Mean achievement scores of high parental support group and low parental support group of boys, girls and total students. But no significant difference is shown in Mean achievement scores of similar (low or high) parental support group of boys and girls.

Some Remedial measures teachers and Parents; love and affection are the means to fill the aching hearts of the students with pleasure. Children should be inspired to express their views and problems unhesitatingly. Extreme discipline or lack of discipline should be avoided in the classroom teaching. Parents should acknowledge the feelings of their children; for this they must spare some time to interact with them. There should be an attempt to encourage the children for proper acts, but an idle praise and over supporting should always be avoided.

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