

Parental Influence on the Academic Achievement and Self Concept of Adolescents

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ABSTRACT

This study explored the extent to which the self-concept and parental encouragement have the relation with academic achievement among secondary school students. The descriptive survey research method was used for the study, the sample consisted of 100 students were selected by using stratified random sampling technique. A self concept scale developed by Dr. Rastogi & Mukta Rani 2004), and a three Dimensional Parental Behavioral Inventory designed by Hardeo Ojha (2009) were used for data collection. Moreover for academic achievement examination marks of class 10th students obtained by them in board examination of one previous class were noted down from the school records. The finding of the study revealed that: (i) there is a significant relationship between the self concept and academic achievement of male and female students; (II) there is significant relationship between the parental encouragement and academic achievement of both male and female students.

Keywords: Parental Influence, Academic Achievement, Self- Concept, Adolescents

Introduction

Research has shown that the level of expectations the parents have regarding their teen's abilities has an effect on high school and college achievement. If parents have high expectations and encourage their children to work hard, then students perform better in school. The level to which parents are involved in the school can make a difference to academic success. If parents come to school regularly and attend school meetings, then the student feels that school and family life are closely connected, according to the Michigan Department of Education. The San Diego County Office of Education claims that parents of student dropouts usually don't attend school meetings, help with homework or go to school social events, such as sports events. The way that parents supervise or don't supervise how their children spend time out of school is linked to academic achievement. According to the website Education.com, students will have greater academic success if parents take time to encourage reading, supervise homework, and monitor the amount of TV their children watch. The American Academy of Pediatrics also suggests that if parents regularly read at home, their children will notice this and will also take an

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interest in books and reading which will help them achieve academic success in school. Educators and public policymakers continue to pay close attention to the ways in which parents can foster or inhibit cognitive development and, by extension, academic achievement

If we can identify parental practices that are relatively successful in enhancing cognitive growth, we may be able to help more parents help their children reach their intellectual potential. This is not a trivial goal, given simultaneous concerns over the school performance of poor and minority children (a population that is increasing), and the poor performance of American children in general, particularly in relation to that of Asian children, such as the Japanese (McKnight et al. 1987; Pallas, Natriello, and McDill 1989; Stevenson, Lee, and Stigler 1986). Parental teaching is embedded in daily life and occurs in many subtle and indirect ways. In a related study, McDevitt and Hess (1985) found that parents' direct control techniques hampered children's cognitive development by influencing their self-appraisals. Mothers who made appeals based on their authority had children who tended to attribute failure to lack of ability and did not attribute success to ability. It could be that in not allowing more self-exploration, these controlling mothers foster a lack of confidence in their children. McGillicuddy-Delisi et al. 1986; Sigel (1982, 1985) has proposed that differences in parental distancing strategies may account for differences in cognitive development.

A considerable amount of research evidence is converging to show that parents' attitudes, expectancies, and beliefs about schooling and learning guide their behavior with their children and have a causal influence on the children's development of achievement attitudes and behaviors (Ames and Archer 1987; Bloom 1985; Eccles 1983; Entwisle et al. 1987; Entwisle and Hayduk 1988; Haggard 1957; McGillicuddy-Delisi 1985; Marjoribanks 1979; Miller 1986; Phillips 1987; Seginer 1983; Sigel 1985; Wagner and Spratt 1988; Parents' beliefs do not necessarily have to be explicit.

As society is becoming complex in this changing era owing to rapid scientific and technological progress, it needs man power with high capacity and capabilities to sustain its pace and progress. Highly successful persons in academics are considered responsible to bring and maintain advancement of the society. Muola (2010) stated that everybody in this world strives to be successful. Bogenschneider (1999) viewed that parental involvement was a force on achievement. Parents who are more involved in their adolescents' schooling regardless of parents' gender or educational level have offspring who do better in school irrespective of the child's gender, ethnicity or family structure. Salami (2010) stated that academic success is the major goal of the college students for it has always been used as the main basis to judge the potentialities and capabilities and also as a means for selection for educational advancement and employment. Halawah (2006) opined that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teachers' ratings, class tests and examinations hold by the academic institutions or by the educational boards. Academic achievement is positively related with motivation and family environment.

Mehta and Kumar (1985) explained academic achievement as the mean achievement score in the examination of every subject whereas Mathur and Poonam (2010) suggested that academic success is determined by their success in annual examination including all the subjects or whole

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of the curriculum. Singh and Praveen (2010) studied the relationship of social maturity with academic achievement of high school students. The study was conducted on a sample of 400 high school students consisting 200 boys and 200 girls studying in tenth class of New Delhi. The aggregate scores of the selected students in the board examinations were taken as the measures of academic achievement. The results indicated that there were no significant differences between the academic achievement of boys and girls. The findings also revealed no significant difference in academic achievement of rural and urban students. Muola (2010) explored the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students. The Role of Parent Involvement in Children's Academic Achievement has found that, regardless of ethnicity and social class, high achievement was associated with intense educational socialization, including close supervision of school progress.

Need and Significance of the Study

A variety of techniques exist for involving parents in their children's education. These ranges from parent-school contacts to parent training to parent involvement in school policy. The evidence suggests that parent involvement programs have a positive impact on children's achievement (Henderson 1988). Parents who maintain frequent contact with the school have higher achieving children than parents who have infrequent contact.

Epstein (1987) reported a positive relationship between the frequency with which teachers encouraged. Parent involvement and reading gains for all students. Thus, the evidence suggests that close supervision and high support for academic activities are important factors in school achievement. As mentioned earlier, parent involvement appears to blossom when teachers are intensely committed to the idea. While most teachers and school administrators are in favor of greater parent participation in children's schooling some obstacles exist. Ghazi (2010) stated that if the students are to maximize their academic performance, they need full support and participation of the family and the parents.. Parental encouragement as stated by Buonagura (2003) is critical in facilitating children's development, achievement and in preventing educational and developmental problems. So, keeping in mind all these variables, this study was taken into consideration.

Delimitations

1. The study was confined only to 100 students opting various streams in Eleventh class from the U.T., Chandigarh..
2. Equal number of male and female Adolescents was contacted for the distribution of questionnaire.

Objectives

1. To study the academic achievement of both male and female Adolescents.
2. To study the self-concept of both male and female Adolescents.

3. To study the parental encouragement of both male and female the Adolescents.
4. To study the relationship between the parental encouragement with academic achievement of both male and female Adolescents.

Hypotheses

- (i) There is no significant difference between academic achievement of male and female Adolescents;
- (ii) There is no significant difference between self-concept of male and female Adolescents
- (iii) There is no significant difference between Parental Encouragement of male and female Adolescents
- (iv) There is significant relationship between the parental encouragement and academic achievement of both male and female Adolescents.

Statement of the Problem

Parental Influence on the Academic Achievement and Self- Concept of Adolescents

Method

The study was conducted through descriptive survey method. Mean, Median, Mode, S.D and range were calculated on computed data.

Sample

The sample comprised of 100 students opting various streams in Eleventh class from the U.T., Chandigarh.

Tools

1. A self concept scale developed by Rastogi & Mukta Rani,(2004).
2. A three Dimensional Parental Behavioral Inventory designed by Hardeo Ojha (2009)
3. For academic achievement examination marks of class 10th students obtained by them in board examination

Results and Interpretations

Table-1: Academic Achievement, Self- Concept and Parental Encouragement of Adolescents

Adolescents	Mean Score	Median	Mode	Range
Academic Achievement	56.2	55.6	54.8	55.00
Self-Concept	58.5	54.6	57.8	54.00
Parental Encouragement	311.08	312	316.06	203

The mean score of Adolescents on academic achievement was 56.2 with median and mode 55.6 and 54.8 respectively whereas range of the scores came out to be 55.00.

The mean score of Adolescents on self-concept was 58.5 with median and mode 54.6 and 57.8 respectively whereas range of the scores came out to be 54.00.

The mean score of the adolescents on parental encouragement was 311.08 with the range

of 203. Median came out to be 312 and mode was calculated as 316.06.

The overall analysis shows that there is no significant difference in the Academic Achievement, Self-Concept and Parental Encouragement between male and female Adolescents. Thus, first three hypotheses stand accepted.

Table-2: Means, standard deviations and t-value of Male and Female Adolescents showing relationship between Parental Encouragement and Academic Achievement

Gender	N	\bar{X}	SD	Df	Cal-t-value	Critical t-value
Male	50	42.142	7.177	98	1.56	1.96
Female	30	43.434	5.137			

Table 2 shows that there is no significant difference among male and female Adolescents on Parental Encouragements and Academic achievement Based on this, the null hypothesis is therefore upheld. This is because the calculated t-value of 1.56 is less than the critical t-value of 1.96 at 0.05 alpha level.

Conclusion

Thus, the accumulated evidence supports the importance of parent involvement in children's education. Some parents have the skills to foster both cognitive growth and achievement motivation. More importantly, parents who do not have these skills can readily acquire them. The research shows that when teachers and educational administrators are strongly committed to drawing parents into their children's education, the academic outcomes for children can be very positive. The hypotheses in the light of results obtained and data analysis shows that the hypotheses 1,2 and 3 stand correct showing no difference in the Academic Achievement, Self- Concept and Parental Encouragement among male and female students. The study is also supported by Mathur and Poonam (2010). The Hypothesis that there is positive relationship between Parental Encouragement and Academic Achievement is supported by the study conducted by Bogenschneider (1999) where he found that the Parental Involvement was a force on Academic Achievement of both Male and Female adolescents.

Educational Implications

The present study points out that the students who receive high parental encouragement are better at academic performance than the students who receive less parental encouragement. Hence it is recommended that parents should take interests in the educational activities of their children. By implicating this, the educational achievement of the students could be enhanced.

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