



PARENTAL CONTRIBUTION IN RELATION TO ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS IN KANCHEEPURAM DISTRICT

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ABSTRACT

Learning begins at home. Parents are one who builds the foundation for their children in all aspects of life. This investigation aimed to know any significant difference in the Parental Contribution and Academic Achievement based on Gender and Residential area. And this study also aimed to examine the relationship between Parental Contribution and Academic Achievement of students who are studying in IX std. The data against Parental Contribution for this study was collected from the IX students by using Standardized questionnaire. The Academic Achievement of students was collected from respective class Teachers. There are 200 students were selected as sample by adopting simple random sampling method comprising the students of both male and female. Statistical analysis has been made and the result shows that there is no significant difference found between male and female students and as well rural and urban area students in their parental contribution and also in their academic achievement. Result also doesn't show any significant relationship between Parental Contribution and Academic Achievement.

KEYWORDS : Parental Contribution, Academic Achievement, Gender, Residential Area.

INTRODUCTION

Parental encouragement and support for learning activities at home combined with parental involvement in schooling is critical to children's education. A growing body of research shows that building effective partnerships between parents, families and schools to support children's learning leads to improved learning outcomes. Parents are the first and continuing educators of their children. Research also shows that teacher quality, including standards and training in parental engagement, is important for facilitating effective parental engagement.

The importance of productive partnerships between students, parents, careers, families, schools and the broader community in maximizing student engagement and achievement was recognized by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in the Melbourne Declaration on Educational Goals for Young Australians, December 2008.

Parental contribution towards education is important to the educational success of a young adolescent and yet generally declines when a child enters the middle grades.

(Epstein, 2005; Jackson & Andrews, 2004; Jackson & Davis 2000; NMSA,2003:)

Research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:

- Higher grades and test scores
- Enrolment in higher level programs and advanced classes
- Lower drop-out rates
- Higher graduation rates
- A greater likelihood of commencing tertiary education.

Academic achievement refers to how the students perform in the examination and how much marks, he/she gets in the examination. The total mark earned by the student is the academic achievement of the school.

METHODS, MATERIALS, SAMPLE AND SAMPLING TECHNIQUES

A descriptive survey method was adopted to collect the relevant data from the students. For this purpose a standardized questionnaire was used to measure the parental contribution. There are 200 students of IX standard from various schools located in Kancheepuram District were selected as sample by adopting

simple random sampling method.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant differences in parental contribution among the IX students based
 - a. Gender
 - b. Residential area
2. To analyze the significant relationship between Parental contribution and academic achievement of IX std students

HYPOTHESES OF THE STUDY

1. There is no significant difference in parental contribution among the IX std students with respect to
 - a. Gender
 - b. Residential area
2. There is no significant difference in academic achievement among the IX std students with respect to
 - a. Gender
 - b. Residential area
3. There is no significant relationship between Parental contribution and academic achievement of IX std students

STATISTICAL ANALYSIS

TABLE NO.1 SHOWING THE CRITICAL RATIO FOR PARENTAL CONTRIBUTION BASED ON GENDER.

Variables	Gender	Number	Mean	SD	Calculated 't' Value	Remarks
Parental contribution	Male	118	69.04	8.74	1.008	NS
	Female	82	70.23	7.36		

From the table No.1 it is found that the calculated 't' value (1.008) is lesser than the table value (1.96) at 5% level of significance. Thus there is no significant difference exists between male and female in their parental contribution. Hence the framed null hypothesis is accepted.

TABLE NO.2 SHOWING THE CRITICAL RATIO FOR PARENTAL CONTRIBUTION BASED ON RESIDENTIAL AREA.

Variables	Gender	Number	Mean	SD	Calculated 't' Value	Remarks
Parental contribution	Rural	154	70.08	8.119	1.76	NS
	Urban	46	67.67	8.305		

From the table No.2 it is found that the calculated 't' value (1.76) is

lesser than the table value (1.96) at 5% level of significance. Thus there no is a significant difference exists between rural and urban area students in their parental contribution. Hence the framed null hypothesis is accepted.

TABLE NO.3 SHOWING THE CRITICAL RATIO FOR ACADEMIC ACHIEVEMENT BASED ON GENDER.

Variables	Gender	Number	Mean	SD	Calculated 't' Value	Remarks
Academic achievement	Male	118	74.08	12.27	1.01	NS
	Female	82	75.84	11.92		

From the table No.3 it is found that the calculated 't' value (1.01) is lesser than the table value (1.96) at 5% level of significance. Thus there is no significant difference exists between male and female students in their Academic Achievement. Hence the framed null hypothesis is accepted

TABLE NO.4 SHOWING THE CRITICAL RATIO FOR ACADEMIC ACHIEVEMENT BASED ON RESIDENTIAL AREA.

Variables	Gender	Number	Mean	SD	Calculated 't' Value	Remarks
Academic achievement	Rural	154	74.77	12.38	0.072	NS
	Urban	46	74.91	11.37		

From the table No.4 it is found that the calculated 't' value (0.072) is lesser than the table value (1.96) at 5% level of significance. Thus there is no significant difference exists between rural and urban area students in their Academic Achievement. Hence the framed null hypothesis is accepted.

TABLE NO.5 SHOWING THE CORRELATION BETWEEN PARENTAL CONTRIBUTION AND ACADEMIC ACHIEVEMENT.

Variables	Number	df	Calculated 'r' Value	Remarks
Academic achievement	200	198	0.101	NS

From the table No.5 it is found that the calculated 'r' value (0.101) is lesser than the table value (0.138) at 5% level of significance. Thus there is no significant relationship exists between Parental Contribution and Academic Achievement. Hence the above framed null hypothesis is accepted.

SUGGESTION FOR FURTHER STUDIES

The following suggestions are put forward keeping in view of the findings of the present study as well as related literature.

- The study can be extended to more number of schools from other district and states also.
- The sample size can be increased in carrying out for an extensive study on parental contribution and academic achievement.
- Other contributing factors like financial resources from parents can be considered.
- The teacher's role can be included as a factor in the study.

CONCLUSION

The mean score of female students is little higher than male students on both Parental contribution and Academic achievement, not at significant level. The study revealed that there is no significant difference between the male and female students in IX std with regard to parental contribution and Academic Achievement. Regarding the Residential area, it is seen that the students of both rural and urban doesn't show any significant difference between them towards the parental contribution and academic achievement. However it is found that the calculated 'r' value (0.101) is lesser than the table value (1.38) at 5% level of significance. Hence there is no significant relationship existing between parental contribution and academic achievement.

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