



Parent's Academic Involvement in Relation to Emotional Stability and Academic Achievement of Tenth Grade Students of Rural Area

KEYWORDS

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ABSTRACT *The study deals with the extent of parent involvement in education and which level of involvement is essential to generate a positive impact on emotional stability and academic achievement of students belonging to rural area. A sample of 400 tenth grade students from Meerut district was drawn using cluster random sampling technique. A tool was prepared to find out the extent of parent academic involvement and Emotional Stability Test for Children was also observed to collect the data. For analysis of data 'F' test and t test was used. The findings revealed that high academic involvement of parents has no bearing on emotional stability but improves academic achievement of student belonging to rural area whereas medium and low academic involvement of parents have no impact on emotional stability but negatively affect academic achievement of students belonging to rural area.*

INTRODUCTION

The world is becoming more and more competitive. Children today are often categorized on the basis of their academic performance. While seeking admission in various courses, the factor considered is good academic performance. Quality of performance has become the key factor for personal progress. Because of this parents desire that their children climb the ladder of performance to as high as possible. This desire for a high level of achievement put a lot of pressure on emotional stability of students.

Children have to deal with academic pressure and high parental expectations. Parents are either too strict or too indulgent. Both type of parental involvement effect students' outcomes and various other aspects of personality. Parent involvement is a very important ingredient in accelerating and motivating children to perform well with an optimistic outlook. But it is very important to understand that what type of parental involvement have more impact on child's performance.

Home influences can be identified as very important variable that have potential for promoting directly or indirectly students' academic achievements (Blooms, 1984). The concept of parents' involvement has a wide scope as parents and child interact in different setting at different times and for different purposes. Therefore, it becomes rather difficult to define parents' involvement in a way which can be applied to each and every setting and for all purposes. Carol Ascher (1986) has stated, "Of all education issues, parent involvement is one of the vaguest and most shifting in its meaning. Parent involvement may easily mean quite different things to different people."

According to Vandergrift and Greene (1992), parent involvement has two independent components: parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school.

Fan and Chen (2001) examined multiple measures of parent involvement. The researchers identified three construct of parent involvement: communication, supervision and parental experience and parenting style. Parental expecta-

tions and parenting style were found to be the most critical of the three. These include the manner and the extent to which parents communicate their academic aspiration to their children.

According to Fantuzzo, Davis and Ginsberg (1995) the term parental academic involvement refers to a variety of parental behaviors that directly or indirectly influence children's cognitive development and school achievement. Examples of these parents behaviors are: attending parent-teacher conferences, being a member of a PTA, volunteering in school, helping in the classroom, helping with homework, discussing school activities with the child, monitoring child's school progress, encouraging and rewarding grades, reading to or with the child, taking the child to the library, contacting the school in case of problems, monitoring the child's out of school activities and talking regularly with the child.

Expectations of parents from their children have a dramatic effect on child's emotions and achievement. Attitude and behavior of parents towards their ward may affect adversely if they are always expecting a lot (Kaila, 2003). Emotions are defined as an acutely disturbed affective process or state which originates in the psychological situation and which is revealed by marked bodily changes in smooth muscles, glands and gross behavior. An emotion then is a disturbance, the departure from the normal state of composure. Emotional stability is not only one of the effective determinants of the personality patterns, but is also helps to control the growth of adolescent development. The concept of stable emotional behavior at any level is that which reflects the fruits of the normal emotional development

According to Smitson (1974) emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra personally. An emotionally stable child has a capacity to make effective adjustment with himself, members of the family and his peers in the school, society and culture. However, stability does not mean merely the capacity for such attitudes and functions, but also the ability to enjoy them fully.

According to Scott (1968) emotional stability is one of the

seven important indicators of superior mental health. It also affects the learning of pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupils have no or very little emotional control, it may lead to anxiety, inferiority feelings and guilt (Frandsen, 1961). It has also been found that if the pupils want to be mentally healthy; these unhealthy feelings must be replaced by the feelings of self respect, security and confidence which can be achieved only after a good sense of emotional stability emerges.

Objectives of the study

1. To compare emotional stability of students having high, medium and low parental academic involvement belonging to rural area.
2. To compare academic achievement of students having high, medium and low parental academic involvement belonging to rural area.

Methodology

Sample

The study was conducted on 400 students of class tenth C.B.S.E. Board. It was decided to pick up randomly 2 schools from the urban area and 2 schools from the rural area. For this purpose cluster random sampling technique was used thus all the 4 C.B.S.E. Boards schools were drawn.

Tools Used

To measure the extent of parent involvement in student's education, researcher developed Parent Academic Involvement Inventory. The Parent Academic Involvement Inventory had 50 items in it. The test-retest reliability was calculated to be 0.62. To assess the level of Emotional Stability among secondary school pupils Emotional Stability Test for Children was used. The test has 25 items, which describe the emotional control of school going pupil.

results

Emotional Stability of students having high, medium and low parental academic involvement belonging to rural area

Emotional Stability (Rural)

High (PAI)		Medium (PAI)		Low (PAI)	
$\sum X_1$	$\sum X_1^2$	$\sum X_2$	$\sum X_2^2$	$\sum X_3$	$\sum X_3^2$
292	2096	725	5035	312	2272
$M_H = 6.95$		$M_M = 6.47$		$M_L = 6.78$	

Table of ANOVA

Source	SS	df	$MS = \frac{SS}{df}$	$F = \frac{MS_b}{MS_w}$	Result
Between	8.14	2	4.07	$\frac{4.07}{2.86} = 1.42$	Insignificant
Within	563.66	197	2.86		

Three groups of parental academic involvement i.e. high parental academic involvement, medium parental academic involvement and low parental academic involvement of rural area have been compared on emotional stability scores. Calculated F value was not found to be significant (F=1.42, P>.05). The absence of a significant F value leads to believe that different levels of parental academic involvement i.e. high, medium and low belonging to low SES has no bearing on emotional stability of students.

Academic Achievement of students having high, medium

and low parental academic involvement belonging to rural area

Academic Achievement (Rural)

High (PAI)		Medium (PAI)		Low (PAI)	
$\sum X_1$	$\sum X_1^2$	$\sum X_2$	$\sum X_2^2$	$\sum X_3$	$\sum X_3^2$
3302	260330	7313	485535	2485	135082
$M_H = 78.61$		$M_M = 65.29$		$M_L = 54.02$	

Table of ANOVA

Source	SS	Df	$MS = \frac{SS}{df}$	$F = \frac{MS_b}{MS_w}$	Result
Between	13293.8	2	6646.91	$\frac{6646.91}{48.76} = 136.31^{**}$	Significant
Within	9606.2	197	48.76		

Further calculation of t values

- (a). **High (PAI)** **Medium (PAI)**
 $M_H = 78.61$ $M_M = 65.29$
 $N_H = 42$ $N_M = 112$
 $SD_{Comb} = 6.78$
 $t = 10.91^{**}$
- (b). **Medium (PAI)** **Low (PAI)**
 $M_M = 65.29$ $M_L = 54.02$
 $N_M = 112$ $N_L = 46$
 $SD_{Comb} = 6.98$
 $t = 9.55^{**}$
- (c). **High (PAI)** **Low (PAI)**
 $M_H = 78.61$ $M_L = 54.02$
 $N_H = 42$ $N_L = 46$
 $SD_{Comb} = 6.98$
 $t = 17.69^{**}$

Three groups of parental academic involvement i.e. high parental academic involvement, medium parental academic involvement and low parental academic involvement of rural area have been compared on academic achievement scores. Obtained F value was found to be significant at .01 level (F=136.31, P<.01). Significant F value leads to further calculation of t-values. First t-value has been calculated between high parental academic involvement and medium parental academic involvement groups. Obtained t-value has been found significant at .01 level (t=10.91, P<.01). Greater mean in favour of high parental academic involvement group ($M_H=78.61$) as compared to medium parental academic involvement group ($M_M=65.29$) leads to believe that medium parental academic involvement reduces academic achievement and high parental academic involvement increases academic achievement among students. Second t-value has been calculated between medium parental academic involvement and low parental academic involvement groups. Obtained t-value has been found significant at .01 level (t=9.55, P<.01). Greater mean in favour of medium parental academic involvement group ($M_M=65.29$) as compared to low parental academic involvement group ($M_L=54.02$) leads to the conclusion that low parental academic involvement reduces academic achievement and medium parental academic involvement increases academic achievement among students. Third t-value has been calculated between high parental academic involvement and low parental academic involvement groups. Obtained t-value has been found significant at .01 level

($t=17.69$, $P<.01$). Greater mean in favour of high parental academic involvement group ($M_H=78.61$) as compared to low parental academic involvement group ($M_L=54.02$) leads to believe that low parental academic involvement reduces academic achievement and high parental academic involvement increases academic achievement among students.

ConclusionS and implications

The findings of the study can be concluded that students belonging to high, medium and low parent academic involvement have been found to differ on academic achievement but have equal emotional stability. High parental academic involvement helps the students to improve their academic achievement whereas low parental academic involvement reduces academic achievement of students. This study has ample theoretical and practical implications. Findings of the study will enable the parents to understand the fears in the minds of the students that disturb emotional stability and adversely affect their achievement. The parents and the other members of the family will make maximum efforts to bring out behavioral changes in themselves in order to shape and mould the behavior of their wards in the desired direction. The teachers can also keep a watchful eye on the extent of parent involvement and its influence on children. Armed with such valid information, teachers would be able to deal with the problem of emotional stability and low academic achievement more efficiently. These findings are also beneficial for those who are engaged in educational planning and running administration since their aim is to make arrangement for qualitative academic achievement.

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