



Parental Support among Scheduled Caste and Scheduled Tribe School Students

KEYWORDS

Parental Support, Scheduled Caste Students, Scheduled Tribe Students.

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ABSTRACT

The present study was conducted with the aim to compare the effect of parental support between high and low achiever scheduled caste and scheduled tribe high school students of Ranchi. A total number of 400 students of class 10th studying in different Govt. and Christian Minority schools were included in the sample. Parental support Scale developed by Hassan (2003) was used to assess the effect of parental support. The mean difference (t-test) was computed to assess the level of significance. The result revealed that in the both groups (i.e. high achiever and low achiever) tribal students have better parental support than scheduled caste students.

INTRODUCTION

Education is essential for the development of society. The more educated, the people of the society are, the more civilized and well disciplined the society might be. Everybody knows that learning begins at home through interaction with one's family. Generally, schools are considered as places which provide appropriate learning environment for the child, importance of parents and community cannot be ignored. Parents and other family members contribute the important role for improving the academic performance of the child. Parents play a crucial role in shaping students aspiration and achievement. They also play an important role in the academic motivation of their children. They provide necessary facilities and educational environment which results that student give better performance in school. Parents approve and appreciate activities related to education and remove any difficulty felt by their children. This type of behavior of parents is known as Parental Support.

Parents also enhance academic achievement of their children by teaching them problem solving and negotiation skills. Some factors such as frequent verbal support by parents and teachers, praise to students' skill performance, progress and efforts have improve students' performance in the school. Parental involvement may vary from culture to culture and society to society. Parental involvement may have different types which might have differential influence on academic performance of their children. Also parental involvement level vary among parents, such as, educated and uneducated parents, father's involvement, their economic status, family background, social environment, etc. Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children.

Parental involvement in children's education does positively influence school achievement (Fan & Chen, 2001; Hara, 1998). Morrison, Gutman and Mcloyd (2000) found that parents of successful achieving children show more interest and seek more content with teachers and schools than the parents of low achievers. Kapambwe (1980) found that academic achievement was significantly related to high Parental education. High academic achievement pupils come from homes with better educated parents and more favorable reading habits. Singh (1981) revealed in his study that the academic achievement of the children from schools of Ranchi (Jharkhand) was strongly associated with the income of their parents. Low parental income was found to affect both academic performance and performance on intelligence test. Hsu, Zhang, Kwok, Li and Ju (2011) used a sample drawn from Taiwan to evaluate the role of parental support and found that mothers were more involved than fathers in education and that their involvement had more predictive power of adolescent academic achievement.

Therefore it can be summed up that home environment including parental encouragement, involvement, parental interest, behavior, parental aspirations, parenting skills and parenting styles have direct influence on the scholastic achievement of the students. The present

research aimed to study the significance of parental support between high and low achiever scheduled caste and scheduled tribe school students.

OBJECTIVES

1. To study the significance of parental support between high achiever scheduled caste and scheduled tribe school students.
2. To study the significance of parental support between low achiever scheduled caste and scheduled tribe school students.

HYPOTHESES

1. There will be significant difference between high achiever scheduled caste and scheduled tribe school students on parental support.
2. There will be significant difference between low achiever scheduled caste and scheduled tribe school students on parental support.

SAMPLE

The sample for the proposed research was selected on the basis of stratified random technique. The total number of sample was consist of 200 scheduled caste and 200 scheduled tribe school students of Ranchi studying in class 10th of various Govt. and Christian Minority schools. The selection of the sample was made in two stages: In the first stage, the marks of the last two examination results were procured from the school record. The students secured 60% or above were selected as high achiever students and the students secured 45% or below were selected as low achiever students. In the second stage, the students were classified into 16 sample sub -groups (Table No.- 1).

Table No.- 1 Sample Design

	High Achievers				Low Achievers			
	Scheduled Caste		Scheduled Tribe		Scheduled Caste		Scheduled Tribe	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Christian Minority School	25	25	25	25	25	25	25	25
Government School	25	25	25	25	25	25	25	25

Total = 400

TOOLS

The following tools were applied in the present research for collection of data:

1. **Personal Data Questionnaire (PDQ):** Personal Data Questionnaire developed by the researcher includes name, age, class, gender, name of school, parent's name, parent's occupation, etc.

2. Parental Support Test: Hassan, S. (2003).

PLAN OF ANALYSES

Appropriate statistical measures have been used for analyzing the collected data, such as Mean, Standard Deviation, t-test, etc.

RESULTS AND CONCLUSIONS

Table No.-2 Comparison of Parental Support of High Achiever Scheduled Caste and Scheduled Tribe School Students

Caste	Mean	SD	t	p(level of significance)
Scheduled Caste	88.95	4.727	0.307	0.759 Not Significant
Scheduled Tribe	89.15	4.493		

The table 2 revealed that the mean score of parental support of high achiever scheduled caste school students was 88.95 and high achiever scheduled tribe school students was 89.15. The calculated t-value was 0.307. It shows that the parental support of high achiever scheduled tribe school students was better than the scheduled caste school students and the difference between scheduled caste and scheduled tribe school students was statistically insignificant. So, the hypothesis is not acceptable.

Table No.- 3 Comparison of Parental Support of Low Achiever Scheduled Caste and Scheduled Tribe School Students

Caste	Mean	SD	t	p(level of significance)
Scheduled Caste	76.38	7.141	2.253	0.025*
Scheduled Tribe	78.58	6.660		

* Significant at 0.05 level

The table 3 revealed that the mean score of parental support of low achiever scheduled caste school students was 76.38 and low achiever scheduled tribe school students was 78.58. It shows that the parental support of scheduled tribe school students was better than the scheduled caste school students and the parental support of low achiever scheduled caste and scheduled tribe school students was significantly differing at 0.05 level. So, the hypothesis is acceptable.

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