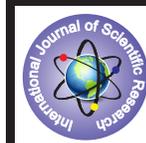


A Review on the Pupils' Achievements and Adjustment by Parent Involvement and Support in Addition to their Education



Engineering

KEYWORDS :

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Introduction:

It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organizations across North America, Australasia, continental Europe, Scandinavia and the UK. The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling.

The aims of the study are to investigate the impact

- parental support (e.g. the provision of parenting skills training, advice and guidance for parents) on pupil achievement/engagement;
- family learning (i.e. as a Parent Governor, reading to children, encouragement and help with homework) on pupil achievement/engagement; and
- parents' level of education, e.g. the impact of parents with university level education on children's achievement.

The main aim of the proposed study is to produce a comprehensive literature review of reliable research evidence on the relationship between Parents/parenting and pupil achievement/engagement. The review attempts to answer the following research questions:

- What are the main findings/conclusions of research that has investigated the relationship between parenting (in terms of parental support, family learning, parental involvement and parents' level of education) and pupil achievement/engagement

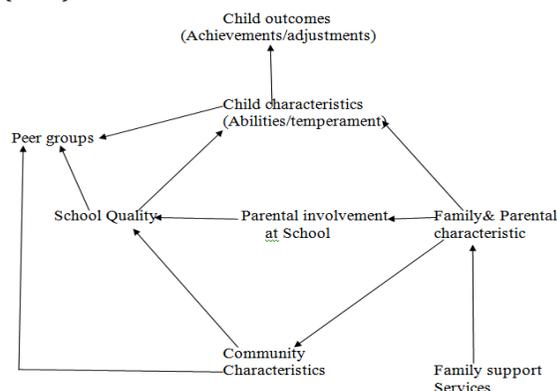
Parental involvement refers to a broad range of activities as indicated earlier. Research in the field necessitates some definition of what kind of involvement is at issue; some specification of which school outcomes are expected to be generated; some means of measuring or evaluating these desired outcomes and some means of analysis which affords warrantable conclusions about the impact of involvement on outcomes. These conceptual and methodological issues are explored in Chapter 2 where some exemplary projects researching spontaneous involvement are described.

Researching parental involvement: Some conceptual and methodological issues

In this chapter, some of the complexities of researching the impact of parental involvement are introduced and examined.

Fig 1 is an attempt to show some of the processes implicated. It should be emphasised that 'child outcomes' is broadly conceived. Measuring different 'things' under the same name and measuring the same 'thing' with different metrics was bound to lead to apparent inconsistencies. Parents take the level of interest and involvement appropriate to the scene as they see it.

Figure 1: Some forces shaping educational outcomes (achievement and adjustment) Adapted from Nechyba et al (1999)



The diagram is necessarily simplified. For the sake of clarity, some agencies have been omitted (e.g. clubs and associations) and there are no doubt multiple interactions between the elements which are not shown in the diagram. The impact of parental involvement on achievement and adjustment

The previous chapter revealed some of the complexities of isolating the impact of parental involvement on pupil achievement and adjustment.

Adjustment

Adjustment is a major concern in all developmental stages, but is of great relevance during adolescent. Adapting to the changes within themselves and to the changed expectations of the society is a major developmental task of the adolescent stage.

Methodology

MATERIAL AND METHODS

The material and methods used to conduct the study on "influence of relations of family and peers and pressures of PUC II year students' on their adjustment and academic performance" in Dharwad city is discussed under the following headings.

- Research design and variables
- Population and sample for the study
- Tools used for the data collection
- Data collection procedure
- Statistical analysis
- Operational definition
- Hypothesis set for the study

RESEARCH DESIGN

POPULATION AND SAMPLE FOR THE STUDY

The study aimed to know the influence of family and peer relations and pressures on PUC II year science students on adjustment and academic performance studying in Dharwad city. Out of 4 science colleges situated in Dharwad city, three most popular colleges, Janata Shikshana Samiti College, Dharwad, Anand College, Anand and Kittel College, Dharwad were selected.

Out of 1687 PUC II year science students in the three selected colleges, a sample consisting of 15 per cent of the population was selected. Sample size thus comprised of 254 students as

presented in the table. As some students did not give complete information, 23 students were deleted. The final sample consisted of 231.

Sample selected

Sl. No.	Name of college	Total	No. of students selected
1	V. P. Science College, Anand	774	116
2	N.V. Patel Science College, Anand	370	56
3	Anand College, Anand	543	82
	Total	1687	254

TOOLS USED FOR THE DATA COLLECTION

The following tools were developed /employed.

1. Questionnaire to assess family relations and peer relation and pressures of PUC II year science students as per the guidelines of the tool LISRES-Y developed by Moos and Moos (1994).
2. Bell's adjustment inventory developed by Bell Hugh (1934).
3. Socio-economic status inventory developed by AICRP (C.D), 2002.

Description of the tools used for data collection

1. Questionnaire to assess family relations, peer relation and pressures of the PUC II year science students was developed by the investigator as per the guidelines of the tool LISRESY developed by Moos and Moos (1994) (Appendix I).

The questionnaire consisted of two parts. The first part of the questionnaire had items to elicit general information such as name, age, college name, family composition.

The second part of the questionnaire consisted of part A and part B. Part A was to assess the "quality of relations" and part B was to assess the "extent of relations".

I. Family relations

1. Relation with parents
2. Relation with siblings
3. Relation with relatives

II. Peer relations

III. Pressures

1. Physical ill-health
2. Curricular activities
3. Relation with peers with opposite gender
4. Home and economic related issues

IV. Overall opinion regarding college life

Each component had questions which required responses as 'Yes' or 'No'. The 'Yes' responses were scored '2' and 'No' responses scored '1'. Some statements were with reverse scoring. The summated scores were categorized as follows:

Sl.no.	Parameters	Category	Score
1	Family relations	Low	25-34
		Medium	35-44
		High	45-55
2	Peer relations	Low	20-25
		Medium	26-31
		High	32-38
3	Pressures	Low	17-21
		Medium	22-25
		High	26-29

This questionnaire was pre-tested on a sample of 25 students

and further readministered on the same students after an interval of 20 days to assess the reliability through test-retest method. The final version of the questionnaire was administered (Appendix I). The reliability was found to be 0.61.

2. Bell's adjustment inventory (1934)

To assess the adjustment Bell's Adjustment Inventory (Bell Hugh, 1934) was used.

This tool (Appendix III) measures total adjustment and adjustment in four specific areas namely health, home, social and emotional. The inventory consisted of 80 questions with 20 questions relating to each area of adjustment which requires answers as "yes" or "no".

Scoring was done with the help of scoring key. For 'Yes' response a score '1' and for "No" score of '0'. Some questions were in the schedule with reverse scoring. The scores were categorized as follows:

Sl. No.	Adjustment area	Good	Average	Poor
	Total adjustment	0-17	18-32	33 and above
	Health adjustment	0-2	3-7	8 and above
	Home adjustment	0-3	4-7	8 and above
	Social adjustment	0-6	7-12	13 and above
	Emotional adjustment	0-3	4-9	10 and above

The reliability of this scale was 0.82.

On pre-testing on a sample of 25 the reliability assessed by the investigator through split half method was 0.91.

3. Socio-economic status of the family

Type of the family

The students were grouped into two categories of family type viz., nuclear family and joint family based on composition of the family.

Category	Family type
Nuclear	Family with only parents and their children
Joint	Family with more than two couples and their children

Size of the family

The information collected regarding size of the family was categorised as follows :

Category	No. of members
Small family	1-4
Medium family	5-8
Large family	More than nine

Education of the parents

According to level of education of the parents the categorization and quantification was made as shown below using SES scale developed by AICRP (CD, 2002) (Appendix II).

Category	Score
Illiterate	1
Primary	2
High school	3
PUC/under graduates	4
Graduates	5
Post-graduates	6

Occupation of parents

According to occupation of the parents (father and mother) the categorization was made as shown below by using SES scale de-

veloped by AICRP (CD, 2002).

Category	Score
Unemployed	1
Labour	2
Caste occupation	3
Small business, Shop cultivation, Business, Agri.	4
Low paid govt. services	5
Professionals : doctor, engineer	6

Family income

Income of the family was determined by considering monthly income and categorization was made by using the formula $X \pm 0.425 \times S.D$. The categorization was as follows :

Category	Score
Low (<7,300)	1
Medium (7,300 to 13,300)	2
High (>13,300)	3

Socio-economic status

The students were grouped into three categories of socio-economic status viz., low, medium and high socio-economic status.

Category	Score
Low	17-21
Average	22-25
High	26-29

4. Other variables included

Age of the students

Date of birth of the students was obtained from the students and cross checked with college records. They were categorized as follows.

17 years, 18 years, 19 years and 20 years

Gender

The students were classified as males and females.

Academic performance

The level of academic performance was determined by considering previous year's final exam marks as well as current year's final marks. The categorization was as follows

Category	Score
Low	<65.4
Average	65.4 - 75.6
High	>75.6

DATA COLLECTION PROCEDURES

Prior permission of the heads of the institution was sought. Teachers were approached for seeking cooperation and were requested to spare their class for administering the questionnaires.

On the day of visit to the college by the investigator all the students who were present were given equal chances of being selected, thus randomizing the selection procedure. From each class the number of students to be selected was restricted to 15 per cent of the total strength of the class. As the exams were fast approaching the attendance of students was almost cent per cent. Students were made to sit in one hall comfortably and provided the questionnaire. They were asked to fill the personal information and education background.

The questionnaire was self administered. The instructions were given to the students before filling the questionnaire

HYPOTHESIS SET FOR THE STUDY

1. Family, peer relations and stresses/pressures do not differ by gender of PUC II year science students.
2. Family, peer relations and pressures do not differ by socio-economic status of PUC II year science students.
3. There is no influence of socio-demographic factors on family and peer relations, adjustment and academic performance of PUC II year science students.
4. There is no influence of family relations and peer relation on adjustment and academic performance of PUC II year science students.

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