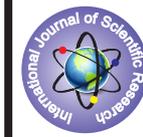


A STUDY ON PARENTAL INVOLVEMENT AND SCHOLASTIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS WITH DEVIANT BEHAVIOURS IN CHENNAI SUB URBAN



Education

KEYWORDS: Deviant Behaviours, Parental Involvement, Scholastic Achievement

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ABSTRACT

A balanced development of mind and body in harmony with the spirit is the key to enrichment of human personality and also the key to 'True Education'. True meaning of education is harmonious development of Head (cognitive), Heart (affective) and Hand (psychomotor) i.e., enlightenment of mind, compassion and dignity of labour. Through education, a person attains all around development. For the success of education, Teaching-Learning should go hand in hand with the curriculum of learner centered. The investigators study how far parental involvement effects in Scholastic achievement of students with deviant behaviours. The parental involvement duly depends upon perception of parents, school life & home life, perception of neighborhoods. Some of the personal, family, school related variables have been considered with research variables. The investigators feel that there is a connection between Parental Involvement and Scholastic Achievement of High School Students with deviant behaviours. 191 samples were selected using purposive sampling technique from various high schools in Chennai sub urban area and survey method was adopted for this study. Marks scored in quarterly and half yearly examinations were considered for scholastic achievement. It is concluded that Tamil medium students who study in Boys' school and their family income is above Rs.20,000 per month have had better Parental Involvement and also students staying with parents whose income is between Rs.10,000 to Rs.20,000, studying English medium in Government Aided Boys' school have had better scholastic Achievement.

INTRODUCTION

Education is a powerful and pervasive agent for all round development, individual and social transformation. This alone can sustain culture and civilization. A balanced development of mind and body in harmony with the spirit is the key to enrichment of human personality and also the key to 'True Education'. True meaning of education is harmonious development of Head (cognitive), Heart (affective) and Hand (psychomotor) i.e. enlighten of mind, compassion and dignity of labour. Education is a process of living through a continuous reconstruction of experience. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Through education, a person attains all round development. It also refines a person in interacting with the outer world and also his thought process. For the success of education, Teaching-Learning should go hand in hand with the curriculum of learner centered (Saravanakumar AR, 2016). This type of curriculum is task-oriented to enrich their innate potentialities and capacities. This is highly possible if learning happens. The investigators studied how far parental involvement involves in Scholastic achievement of students with deviant behaviours. The parental involvement duly depends upon perception of parents, school life & home life and perception of neighborhoods. Some of the personal, family, school related variables have been considered for research variables. The investigators feel that there is a connection between Parental Involvement and Scholastic Achievement in High School Students.

NEED AND SIGNIFICANCE OF THE STUDY

Students anticipate success of an event based on their parents' encouragement, involvement and the student's position in the learning environment. It is a general tendency that students enjoy the activities only if they receive any positive reinforcement or due recognition. This study is conducted:

- To know how far students with deviant behavior enable themselves to aim at success and how skillfully they get over the task.
- To know how far students with deviant behavior learn, acquire knowledge and experience of the task from the involvement of parents.
- To know the remedial measures has to be given for those students who have lower rate of Scholastic success.
- To improve students skills to proceed in a unique way and pleasurable involving themselves into the activities targeting success.

OBJECTIVES OF THE STUDY

1. To identify and confirm class 9 students with deviant behavior.
2. To study the Parental Involvement of the students.
3. To study the relationship between Parental Involvement and Scholastic Achievement of the students.

METHOD OF STUDY

In the present study, Survey Method is adopted. The study focused on the data collected through Rating Scales. The tools namely Deviant Behaviour Rating Scale by Dr.N.S.Chauhan, Parental Involvement Rating Scale developed by the investigator and Mid Term Test, Quarterly Exam, Half Yearly Exam marks of standard IX are used. These have been used to measure Parental Involvement and Academic Achievement of students with Deviant Behaviors studying class 9. The population selections were standard IX students of Chennai Sub Urban area. The data were collected from 191 students with deviant behaviour studying class IX from 11 High Schools randomly but samples are selected on purposive sampling technique.

STATISTICAL TECHNIQUES USED

In the present study, the following statistical techniques were used 1) Descriptive Analysis (Mean, Standard Deviation) 2) Differential Analysis (t-values, F-ratios) & 3) Correlation Analysis (r-values).

FINDINGS OF THE STUDY

Findings based on Descriptive and Differential analysis of the data related to Overall Parental Involvement

1. The Mean and Standard Deviation of Overall Parental Involvement were 70.27 and 10.34.
2. The Tamil medium students and the English medium students differed significantly at least in one of the three dimensions viz., Perception of School life & Home life at 0.05 level.
3. The students with Single Parent or with Both Parents did not differ in any of three dimensions namely Perception of Parents, Perception of School life & Home life and Perception of Neighbourhoods even at 0.05 level.
4. The students of Boys' School and Co-educational School differed significantly in Overall Parental Involvement and in one of the three dimensions viz., School life & Home life at 0.05 level.
5. The students of various Management Schools namely Govern-

ment, Aided, Private did not differ significantly in Overall Parental Involvement and in any of the three dimensions.

6. The students with different levels of Family Income differed significantly at 0.05 level in one of the three dimensions viz., Perception of Neighbourhoods where the mean score (12.67) of income group 3 (above 20K) was better than other two groups of 1 and 2.

Findings based on Descriptive and Differential analysis of the data related to Overall Scholastic Achievement

7. The Mean and Standard Deviation of Overall Scholastic Achievement were 57.46 and 12.12.

8. The Tamil medium students and the English medium students differed significantly in Overall Scholastic Achievement at 0.01 level.

9. The students with Single Parent or with Both Parents differed significantly in Overall Scholastic Achievement at 0.05 level.

10. The students of Boys' School and Co-educational School differed significantly in Overall Scholastic Achievement

11. The students of various Management Schools namely Government, Aided, Private differed significantly in Overall Scholastic Achievement at 0.01 level where the mean score (61.45) of management group 2 (Govt.Aided) was better than other two groups of 1 and 3.

12. The students with different levels of Family Income differed significantly in Overall Scholastic Achievement at 0.01 level where the mean score (65.95) of income group 2 (10-20K) was more than group 1 (53.45)

Findings based on Correlation Analysis of the data related to Overall Parental Involvement and Scholastic Achievement

13. It is found that the correlation between the dimensions of Parental Involvement was highly significant and also seen that the three inter correlation were positive which ranged from 0.519 to 0.820.

14. It is found that the positive correlation between the dimension of Parental Involvement viz., Perception of Neighbourhoods and Scholastic Achievement was Positive and highly significant.

15. It is found that the positive correlation between the Overall Parental Involvement and Academic Achievement was negligible.

CONCLUSION

The study focused that how far parental involvement involves in Scholastic achievement of students with deviant behaviours. The parental involvement duly depends upon perception of parents, school life & home life, perception of neighborhoods. Some of the personal, family, school related variables have been considered for research variables. The investigators feel that there is a connection between Parental Involvement and Scholastic Achievement in High School Students. It is concluded that Tamil medium students who study in Boys' school and their family income is above Rs.20,000 p.m have had better Parental Involvement and also students staying with both parents whose income is between Rs.10,000 to Rs.20,000, studying English medium in Government Aided Boys' school have had better scholastic achievement.

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