



Parent’s Academic Involvement in Relation to Emotional Stability of Tenth Grade Students

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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 of students. 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, medium and low academic involvement of parents have no impact on emotional stability of student.

KEYWORDS

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, “Off 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. Of course, the ideal parent is who both are supportive and active but this often is difficult when both parents work outside the home or where there in only one parent in the house.

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

perience and parenting style. Communication refers to parents frequent and systematic discussions with their children about school work. Supervision includes monitoring when students return home from school and what they do after school, overseeing time spent on homework and the extent to which children watch television. Parental expectations 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. It has been emphasized that the emotionally stable individual has the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, believe in long term planning and is capable of delaying or revising his expectations in terms of demand of the situations. 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 construct a scale of parental academic involvement.
2. To compare emotional stability of students having high, medium and low parental academic involvement belonging to low SES.

Hypotheses of the study

1. Students belonging to high, medium and low parental academic involvement group differ significantly on emotional stability belonging to low SES.

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 for data collection

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.

Statistical Techniques Used

'F' test and t test were used.

results

Emotional Stability of students having high, medium and low parental academic involvement belonging to low socio-economic status

Table - 1
Emotional Stability (Low SES)

High (PAI)		Medium (PAI)		Low (PAI)	
$\sum X_1$	$\sum X_1^2$	$\sum X_2$	$\sum X_2^2$	$\sum X_3$	$\sum X_3^2$
14	66	259	1767	70	526
$M_1 = 4.66$		$M_2 = 6.34$		$M_3 = 7$	

Table - 2
Table of ANOVA

Source	SS	df	$MS = \frac{SS}{df}$	$F = \frac{MS_b}{MS_w}$	Result
Between	12.77	2	6.38	$\frac{6.38}{3.28} = 1.94$	Insignificant
Within	167.55	51	3.28		

Three groups of parental academic involvement i.e. high parental academic involvement, medium parental academic involvement and low parental academic involvement of low SES have been compared on emotional stability scores. Calculated F value was not found to be significant (F=1.94, 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.

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 have equal emotional stability. 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 disturbs 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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