

## Effect of Parental Behavior on Academic Achievement of IX Standard Students

Dr. R. Girija<sup>1\*</sup>

### ABSTRACT

Academic Achievement is the most important aspect of student life. It is influenced by good number of factors. They may be Personality factors, Environmental factors. One such factors is parental behavior. Therefore the present study is an attempt to study the effect of parental behavior on academic achievement of secondary school students. The sample of 600 IX standard students were selected by proportionate stratified random sampling technique from secondary schools of Tumkur Educational district, Karnataka. The data was collected by using Dr. Uma Saxena and Dr. N. K. Saxena's parental behavior inventory. The findings reveal that students with high parental behavior were better in academic achievement. Students of Unaided schools were better in their academic achievement and it also reveals that academic achievement of girls was better than that of boys.

**Keywords:** *academic achievement; parental behavior; types of school; gender*

The home is an important agency of education and has been exercising an everlasting and immediate influence on the behavior, character, conduct and personality of its members. Education of the child is not the exclusive responsibility of the school. Parents can and should play an important role in shaping and building the career of their children. A child spends most of his time with his parents and the family is the child's entire social environment. Child acquires certain habits, attitudes and ideas from the home. Parents offer the psychological security which is essential for the growth and development of children. The interaction between parents and children is highly educative. By their own examples parents influence their children in right or wrong direction.

According to Ballard, family was the original social institution from which all other institutions developed. It is in fact, the foundation of all social organizations. Joseph Mazzini was right when he said that the child comes to have the first lesson of citizenship on mother's knee and father's kiss.

---

<sup>1</sup> Assistant Professor, Sree Siddaganga College of Education, Tumakuru, Karnataka, India

\*[Responding Author](#)

Received: July 30, 2018; Revision Received: September 2, 2018; Accepted: September 23, 2018

2018 Girija, R; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License ([www.creativecommons.org/licenses/by/2.0](http://www.creativecommons.org/licenses/by/2.0)), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

## Effect of Parental Behavior on Academic Achievement of IX Standard Students

### *Variables of the study*

In the present study Academic Achievement was the dependent variable, Parental Behavior was the independent variable. Types of school and Gender were considered as moderator variables.

### *Dependent variable: Academic Achievement*

The quantity of achievement produced in one academic year is generally considered as academic achievement. The term academic achievement refers to the degree of success, the level attained by a pupil in the scholastic or the curricular subjects prescribed within the syllabus.

### *Independent Variable : Parental Behavior*

Parental behavior is the main force running through the family relationship and home environment.

According to encyclopedia of education “Parental behavior is mannerisms and conduct of parents towards their offspring”.

### *Moderator variables:*

a) Types of school b) Gender

### *Objectives of the study*

1. To study the relationship between parental behavior and the academic achievement of IX standard students.
2. To study the effect of parental behavior on the academic achievement of IX standard students.
3. To study the effect of types of school on the academic achievement of IX standard students.
4. To study the effect of gender on the academic achievement of IX standard students.

*The researcher formulated the following hypotheses by keeping the variables and objectives of the study in mind.*

1. There is no significant relationship between parental behavior and
2. Academic achievement of IX standard students.
3. There is no significant difference in the academic achievement of IX standard students with different levels of parental behavior.
4. There is no significant difference in the academic achievement of IX standard students of different types of school.
5. There is no significant difference in the academic achievement of boys and girls of IX standard.

## **METHODOLOGY**

In this study Descriptive Survey Method was followed by the Researcher.

### *Sample*

The Sample comprised of 600 students of which 323 boys & 277 girls of IX standard was selected by proportionate stratified random sampling technique from secondary schools of Tumkur education district.

## Effect of Parental Behavior on Academic Achievement of IX Standard Students

**Table-1: Table showing distribution of sample**

| Types of school    | Number of Boys | Number of Girls |
|--------------------|----------------|-----------------|
| Government Schools | 96             | 111             |
| Aided schools      | 177            | 126             |
| Unaided Schools    | 50             | 40              |
| <b>Total</b>       | 323            | 277             |
| <b>Grant total</b> | 600            |                 |

### **Tools of the study**

Parental behavior inventory developed by Dr.Uma Saxena and Dr.N.K.Saxena was used to collect the data.

Academic Achievement was taken in terms of marks obtained by students in their last annual examination.

### **Statistical Techniques**

Both descriptive and differential statistics were employed for the analysis of the data. The descriptive statistics such as mean and standard deviation were used. differential statistics such as co-efficient of correlation and t-test were employed. t-value was calculated to know the significant difference between parental behavior and academic achievement of IX standard students.

## ANALYSIS AND INTERPRETATION OF THE DATA

**Table-2: Showing N and co-efficient of correlation between parental behavior and academic achievement of IX standard students**

| Variables            | N   | r     | Level of Significance |
|----------------------|-----|-------|-----------------------|
| Parental behavior    | 600 | 0.644 | S*, S**               |
| Academic achievement |     |       |                       |

(\* -significant at 0.05 level of significance, \*\* - significant at 0.01 level of significance)

Co-efficient of correlation reveals that there exists significant positive correlation between parental behavior and the academic achievement of IX standard students.

From t-test the following conclusions were drawn,

**Table 3- Showing N, mean, SD, t-value and level of significance of academic achievement of IX standard students with low and moderate parental behaviour.**

| Variable             | Parental behavior | N   | Mean  | SD    | t       | Level of significance |
|----------------------|-------------------|-----|-------|-------|---------|-----------------------|
| Academic achievement | Low               | 200 | 41.54 | 6.615 | -19.943 | S*,S**                |
|                      | Moderate          | 201 | 53.71 | 5.564 |         |                       |

(\* -significant at 0.05 level of significance, \*\* -significant at 0.01 level of significance)

**Table 4-showing N, mean, SD, t-value and level of significance of academic achievement of IX standard students with moderate and high parental behavior**

| Variable             | Parental behavior | N   | Mean  | SD     | t      | Level of significance |
|----------------------|-------------------|-----|-------|--------|--------|-----------------------|
| Academic achievement | Moderate          | 201 | 53.71 | 5.564  | -1.198 | NS                    |
|                      | High              | 199 | 54.75 | 10.927 |        |                       |

**Effect of Parental Behavior on Academic Achievement of IX Standard Students**

**Table 5-Showing N, mean, SD, t-value and level of significance of academic achievement of IX standard students with high and low parental behavior.**

| Variable             | Parental behavior | N   | Mean  | SD     | t      | Level of significance |
|----------------------|-------------------|-----|-------|--------|--------|-----------------------|
| Academic achievement | High              | 199 | 54.75 | 10.927 | 14.614 | S*,S**                |
|                      | Low               | 200 | 41.54 | 6.615  |        |                       |

(\* -significant at 0.05 level of significance, \*\* -significant at 0.01 level of significance)

Students with high parental behavior were significantly better in their academic achievement than students with moderate parental behavior, and students with moderate parental behavior were significantly better in their academic achievement than students with low parental behavior.

**Table-6:Showing N, mean, SD, t-value and level of significance of academic achievement of IX standard students of Government and Aided schools.**

| Variable             | Types of school | N   | Mean  | SD     | t     | Level of significance |
|----------------------|-----------------|-----|-------|--------|-------|-----------------------|
| Academic achievement | Government      | 207 | 50.91 | 8.870  | 2.994 | S*,S**                |
|                      | Aided           | 303 | 48.29 | 10.248 |       |                       |

(\* -significant at 0.05 level of significance, \*\* -significant at 0.01 level of significance)

**Table 7-Showing N, mean, SD, t-value and level of significance of academic achievement of IX standard students of Aided and Unaided schools.**

| Variable             | Types of school | N   | Mean  | SD     | t      | Level of significance |
|----------------------|-----------------|-----|-------|--------|--------|-----------------------|
| Academic achievement | Aided           | 303 | 48.29 | 10.248 | -4.321 | S*,S**                |
|                      | Unaided         | 90  | 53.64 | 10.565 |        |                       |

(\* -significant at 0.05 level of significance, \*\* -significant at 0.01 level of significance)

**Table-8: Showing N, mean, SD, t-value and level of significance of academic achievement of IX standard students of Unaided and Government schools.**

| Variable             | Types of school | N   | Mean  | SD     | t     | Level of significance |
|----------------------|-----------------|-----|-------|--------|-------|-----------------------|
| Academic achievement | Unaided         | 90  | 53.64 | 10.565 | 2.298 | S*                    |
|                      | Government      | 207 | 50.91 | 8.870  |       |                       |

(\* -significant at 0.05 level of significance)

In case of types of school, t-test reveals that the academic achievement of students of unaided schools was significantly better than the students of government schools. And the academic achievement of students of government schools was significantly better than the students of aided schools.

**Table 9 Showing N, mean, SD, t-value and level of significance of academic achievement of IX standard Boys and Girls.**

| Variable             | Gender | N   | Mean  | SD     | t      | Level of significance |
|----------------------|--------|-----|-------|--------|--------|-----------------------|
| Academic achievement | Boys   | 323 | 49.10 | 10.456 | -2.384 | S*                    |
|                      | Girls  | 277 | 51.05 | 9.392  |        |                       |

(\* -significant at 0.05 level of significance)

## Effect of Parental Behavior on Academic Achievement of IX Standard Students

t-test reveals that academic achievement of girls was significantly better than that of boys.

### **FINDINGS AND CONCLUSIONS**

From the statistical analysis and interpretation of the data, the following conclusions were drawn by the researcher.

1. Co-efficient of correlation reveals that there exists significant positive correlation between parental behavior and the academic achievement of IX standard students.

From t-test the following conclusions were drawn,

- 1) Students with high parental behavior were significantly better in their academic achievement than students with moderate and low parental behavior.
- 2) Students of un-aided schools were better in their academic achievement when compared to the students of government schools and aided schools.
- 3) t-test reveals that academic achievement of girls was significantly better than that of boys.

### ***Educational implications***

Academic achievement is the major concern of educational policy makers of every country. It has been accepted that extent – both inside and outside the school in which the students grows has a great influence on the academic achievement of the students. Among them parenting styles, learning styles, classroom climate, etc are some such variables.

The success of a teacher and the progress and the achievement of his students largely depend on how well the human relations are handled. In developing the students to full potentials for enabling them to reach greater heights, the parents play a predominant role.

Hence it is advisable that better parental behavior is to be strengthened so as to expect better academic achievement of students. For this researcher would like to give the following constructive suggestions.

1. Give freedom for children to tell about their problem.
2. Be friendly and loving tone with children.
3. Console or pacify her children.
4. Involve in the work of the children.
5. Encourage interest of children.
6. Expect children to follow the rules made by parents.
7. Give due importance and position to children.
8. Help children.
9. Know the likes and needs of the children.
10. Watch whether they are following the suggestions or not.
11. Have follow up.
12. Listen to the thoughts and opinions of children carefully.
13. Show interest towards learning of children in schools.
14. Advise to have good friends.

## Effect of Parental Behavior on Academic Achievement of IX Standard Students

It is advisable that schools, irrespective of types of school should possess better school environment so as to improve the academic achievement of students.

The same suggestions mentioned for the development of high parental behavior and better school environment were to be followed so as to improve the academic achievement of students of government and aided schools.

Academic achievement of girls was significantly better than boys, so girls are to be encouraged to continue their education even after school education so as to expect the progress of family as well as country. This was very well supported by the statement given by the first prime minister of India- Pandit Jawaharlal Nehru “Education of a boy is the education of one person, but education of a girl is the education of the entire family”.

### *Suggestions for further study*

In the light of limitations the following suggestions were given for further study.

1. The study may be undertaken on the sample of students of other levels.
2. Both the forms of parental behavior may be used to know their effect on the other level of students.
3. The study may be conducted on the students of other taluks also.
4. The study may be conducted to the students studying in the schools following central syllabus.
5. The study may be conducted by adopting standardized achievement test.
6. The study may be conducted on the students of residential schools also.
7. The study may be undertaken for the students of other districts of Karnataka state.
8. The effect of other variables like SES, occupation of parents can also be considered as variables.
9. The study may be conducted by using other tools to assess school environment as well as parental behavior.
10. The study may be conducted to compare the academic achievement of students of schools following state and central syllabus.

## REFERENCE

- Aishwarya and Raj Lakshmi (2006) A study on Perceived parental behavior as related to student's academic school success and competence, Journal of the Indian Academy of applied psychology, 32(1).
- Bhagya, lakshmi. L. (2007) Attitude of rural parents towards girls education, Edutracks, 7(2).
- Bhatia and Bhatia. (1986) Theory and principles of Education, Doaba house,.
- Ebel, Robert. L. (1964) Measuring Educational Achievement, Prentice Hall of India, Pvt. Ltd., New Delhi
- Fox David.J.( 1969) The Research Process in Education, Holt Rinehart & Winston, INC, New York.
- Garret, Henry.E. (1991). Statistics in Psychology & Education, Vakils, Febfer & Simons Pvt. Ltd., Bombay,

## Effect of Parental Behavior on Academic Achievement of IX Standard Students

- Goode, William .T. Hatt.K.Pall (2006) *Methods in Social Research*, Surjit Publications, Delhi.
- Guillford.J.P.( 1973). *Fundamental Statistics in Psychology & Education*, McGraw Hill, New York.
- Nagakshmi.B.(1978). A study of perceived parental behaviour and the level of academic motivation of class IX students III *Survey of Educationl Research* M.B. Buch.
- Sreepriya Ashok (2009). Role of parents in disciplining children, *Edutracks*, 8(6),15
- Trivedi.V (1983).A study of relationship of parental attitudes, socio-economic background and feeling of security among the intermediate students and their academic achievement. IV *Survey of educational research*, M.B.Buch, 88.
- Vamadevappa. H.V. (2005). A Study on the Effectiveness of Parental Involvement on Academic Achievement among higher primary Students, *Indian Educational Abstracts* , 5(1).78

### ***Acknowledgements***

The authors profoundly appreciate all the people who have successfully contributed in ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

### ***Conflict of Interest***

The authors colorfully declare this paper to bear not conflict of interests

**How to cite this article:** Girija, R (2018). Effect of Parental Behavior on Academic Achievement of IX Standard Students. *International Journal of Indian Psychology*, 6(3), 73-79. DIP:18.01.067/20180603, DOI:10.25215/0603.067