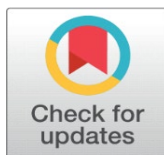
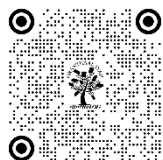


IMPACT OF PARENTAL INVOLVEMENT ON SELF ESTEEM, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF IX GRADE STUDENTS

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ABSTRACT

Present study is an attempt to find the relationship between parental involvement and achievement motivation of IXth grade students. Parental support has a high impact on their life. They are their life force, they encourage them to achieve high in their life. Present study was conducted on 200 IXth grade students. The tools used are Parental Involvement scale by Dr. Rita Chopra and Dr. Curable Sahoo, (2006), Self Esteem Inventory by MS Prasad and GP Thakur, (1977) and Achievement Motivation Scale by Pratibha Deo and Asha Mohan, (1985). Statistical technique used were mean, median, t-test and product moment correlation. The results indicate that parental involvement and achievement motivation of IXth grade students are highly correlated and also boys and girls do have different parental involvement. But achievement motivation is same irrespective of gender.

1. INTRODUCTION

Education provides us knowledge of world around us. It develops among us a perspective of looking at life. It helps us to build opinions and have points of view on things in life. It is a debatable issue whether education is the only thing that provides us with knowledge. Some people proclaim that education is the process of gaining information about the surrounding while others claim that knowledge is something very different. They may be accurate in their view to some extent that information cannot be converted into knowledge without the catalyst called 'education'. Education makes people capable of interpreting various aspects accurately.

Education the foremost weapon for social reform is now under the forces of change. Newly formed branches of knowledge and the techniques of education facilitate the physical, mental and emotional development of the learners. Schools have an unavoidable role in acquainting the students with the changing field of education and in making necessary changes in the instructional techniques. In the modern world of the technological innovations, all educational institutions are trying to improve their quality in terms of facilities and academics outputs.

On the other hand, parental involvement has been recognized as the most important factor to influence the childhood as

well as adulthood. Any enrichment program for maximizing the potentials of all the children must have active parent-child interaction. Parents transmit the culture and customs of living to incoming generation. Parents contribute in many subtle ways the development of children's general interests, welfare, discipline, interaction with one another, leisure time activities, academic growth and vocational plans. Parental Involvement implies how the parents involve themselves in developing overall personality of child. All the parents have expectations, likes and dislikes and preferences regarding how children should be handled, brought up and educated.

Every moment a child spends in the company of the company of the parents and family has some effect on his behavior and future potentialities (Sear et al, 1957). In fact parent's attitudes and their resulting behaviors towards their children have been found to be of greater importance in the development of their personality (Sear et al, 1957, Ojna and Parmanick, 1955). Parent's behavior range from genuine affectionate acceptance to hostile rejection, extreme indulgence to care-free neglect, complete autonomy to licensed permissiveness (Piklinas and Abrecht, 1961).

TERMS DEFINED:

PARENTAL INVOLVEMENT:

Parents play a vital role in the growth of their children in all areas, including their emotional, physical, spiritual and intellectual development. What parents do for their children on a daily basis must not be taken for granted. Stoodt (1981) contends that: the influence of family life on children's all-round development cannot be underestimated. Parents contribute greatly to the language, emotional, and physical development of children. Parents who spend time talking with their children are encouraging language development. Love, patience and understanding foster a sense of security that is the groundwork upon which successful learning can occur.

Maccoby, Martin (1983) parental Involvement may be described as the degree to which the parent is committed to his or her role as a parent and to the fostering of optional child development.

Gronlnick and Swiaczek (1994) defined it as the allocation of resources to the child's academic endeavors. In other words, it denotes the extent to which as well as the way in which parents take keen interest and actively participate in their child's education. All parents have certain expectations, likes/dislikes and preferences regarding hoe children should be handled, brought up and educated. These may be shaped according to parent's concept of an ideal child.

Parental Involvement, Non-Regulatory Guidance, Department of Education, U.S.A. (2004) the term "parental involvement" means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring-

- that parents play an integral role in assisting their child's learning;
- Those parents are encouraged to be actively involved in their child's education at school.
- appropriate, in decision-making and on advisory committees to assist in the education of their child: and
- The carrying out of other activities.

Kauffman Scholars, Inc. (2008) defined parental involvement as actions of parents taking an involved role in their child's educational future such as frequently discussing school-related matters with their child and encouraging/nurturing their child's educational career.

Thus parenting style is a psychological construct representing the standard strategies that parents use in raising their children. Baum rind, in a series of landmark studies (1967, 1971, 1978, 1989 and 1991) gathered information on child rearing practices by intensive observations and interviews with parents that resulted in the three most well-known and influential typological approaches to parenting, namely, authoritative, authoritarian and permissive. These parenting labels have been primarily characterized as consisting of varied combinations of responsiveness, demandingness and autonomy granting, and are useful in understanding complex behaviors and attitudes of caregivers and how these relate to child outcomes. Psychological attributes of children such as self-concept, are also linked to school outcomes (e.g., Hamachek, 1995; Marsh, 1990; Miller & Johnson, 1999) and influenced by parent-child interaction (e.g. Ling-Feng & Yu-Hong, 2004; Van den Bergh, 2006; Zentner & Renaud, 2007). Consequently, these researches have encouraged many educators and professionals to relate parental support with the Self-Esteem of children and encourages their

achievement motivation to enhance their academic achievement.

SELF-ESTEEM:

The term self-esteem refers to the evaluation a person makes and customarily maintains with regard to him or herself. Self-esteem expresses an attitude of approval or disapproval and indicate the extent to which a person believes him or herself capable, significantly successful and worthy. In short, a person's self-esteem is a judgment of worthiness that is expressed by the attitude he or she holds toward the self. It is a subjective experience conveyed to others by verbal reports and others overt expressive behavior."

Acc. to Coopersmith (1981), "self-esteem refers to a person's evaluation and feelings about his or her own capabilities." Marsh (1996) self-esteem is often operationalized in terms of a relatively uni-dimensional scale comprising generalized characteristics such as self-confidence, self-competence and self-worth that are super-ordinate to but not specific to particular domain.

Kazdin (2000) "Self-esteem is the global evaluation reflecting our views of our accomplishment and capacities, our values, our bodies, other responses to us and our possessions."

THERE CAN BE TWO TYPES OF SELF-ESTEEM:

Defensive high Self-Esteem: Individuals having defensive high self-esteem internalize subconscious self doubts and insecurities causing them to react very negatively to any criticism they may receive. The necessity of repeated praise can be associated with anyone who questions the individual's worth, an example of threatened egotism.

Implicit Self-Esteem: It refers to a person's disposition to evaluate them positively or negatively in a spontaneous, automatic, or unconscious manner. It contrasts with explicit self-esteem, which entails more conscious and reflective self evaluation. Both explicit self-esteem and implicit self-esteem are subtypes of self-esteem.

SOME KEY FACTS REGARDING SELF-ESTEEM

- Self-Esteem is a person's unconditional appreciation of her/himself. It matters because people who do not value themselves feel unworthy. They can then treat themselves and others badly, usually unintentionally.
- People with a strong sense of self-worth and self-confidence have high levels of self-esteem, which keeps them mentally healthy and able to cope.
- Healthy high self-esteem is characterized by an open mind and flexible, warm, friendly, outgoing personality with a high standard of personal conduct. There is self-love, combined with respect for others ('You're OK, I am OK').
- Low self-esteem is characterized by more by more closed, rigid and defensive (territorial hostility) behaviors and opinions. The world is repeatedly experienced as threatening, demanding or supportive, which leads to free flowing anxiety or constant frustration and anger.
- The strongest influences upon self-esteem are the individual's parents, parenting style, physical and particularly sexual abuse play a significant role, as do genetic factors.
- American research has revealed that people who consider themselves to be highly optimistic live, on average, 7.5 years longer than pessimists.
- Things that give life meaning and purpose increase chances of being happy today. The relationship you have with yourself will determine the relationship you have with happiness.
- Self-esteem is an opinion not a fact. The way we view and feel about ourselves has a profound effect on how we live our lives.
- Individuals with defensive or low self-esteem typically focus on trying to prove themselves or impress others. They tend to use others for their own gains.
- Self-esteem is the feeling we have about our worth and value as a person. Self-confidence is the feeling we have about our ability to do things. In other words esteem is about your 'being' and confidence is about what you 'do'.
- During adolescence many experience a significant decline in self-esteem. Studies have indicated that level of self-esteem in girls drops to as low as 29% by age 17 to 45% for boys.
- The best way to sustain self-esteem is not to seek the approval of others but to acquire and demonstrate competence by gaining new skills and making progress towards one's goals.

- Everyone experiences problems with self-esteem at certain times in their lives- especially teens who are still figuring out who they are and where they fit into the world.

ACHIEVEMENT MOTIVATION:

The term 'Motivation' is derived from the Latin word 'Movex' or the 'Motum' which means to move, motion. It is the move towards set goals; therefore, motivation is a force, which energizes the behavior of learners. Motivation has come to be regarded as one of the major domains of psychology and education. Motivation may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.

Hawes and Hawes (1982) defined 'Achievement Motivation' as it is a psychological need and energetic drive, to prompt an individual to strive for and work toward mastering his or her involvement for the successful accomplishment of goal or goals accompanied by a sense of satisfaction and self-worth, also called achievement need.

Morgan et al. (2001) stated that 'Achievement Motivation' can be seen in many areas of human endeavors such as in the job, in school, in home making or in athletic competition.

Parsad & Parsad (2006) stated that 'Motivation' is the force born out of the urge to fulfill some need or to obtain some object. It arises out of the imagination of some object in mind and continues till the goal is achieved.

CHARACTERISTICS OF PERSONS WHO HAVE HIGH ACHIEVEMENT MOTIVATION

- I. Eagerness: when children are motivated towards performing a particular activity, they show eagerness in performing it.
- II. Energy Motivation: As soon as the child obtains motivation, additional energy suffused in his body, and it is seen that he can continue performing that activity for hours without showing signs of exhaustion.
- III. Consistency: When children are motivated for a particular activity, they apply themselves consistency to its performance.
- IV. Achievement of goal and reduction of tension: the behavior manifested as a result of motivation is characterized by a sense of satisfaction on achieving a goal.
- V. Concentration on attention: The motivated child focuses his entire attention upon the task to be performed. In this situation, the child makes many attempts and adopts many ways and means to achieve his goal.

ACADEMIC ACHIEVEMENT:

Today we are living in an achievement oriented world, characterized by the mad race for achievement, wherein it is success and only success which counts. In such a competitive milieu, education is assuming an increasingly important role in society and academic achievement, though a complex phenomenon has become a crucial area and the main topic of educational research. Academic achievement is a phenomenon especially vital for all. Every individual has become educational minded in the present day changing society and world with the advancement of science, technology, education, culture and civilization.

As a matter of fact, academic achievement holds a predominant position describing not just an individual is capable of doing but also a potent source of impact on all round development of the individual. It plays an important role in determining the status of an individual in the society. Good (1959) the term 'Academic' means pertaining to the fields of English, foreign languages, history, economics, mathematics, science, pertaining to the liberal arts field, pertaining to the realism of ideas or obstruction.

Good (1973) defined 'Academic Achievement' as knowledge attained or skill developed in school subjects, usually designed by test scores or by marks designated by the teacher or both.

Oxford Advanced learner's dictionary (1997) defined 'Achievement' as a thing done successfully especially with effort or skill.

Craighead and Edward (2001) stated that 'Academic Achievement' may be defined as measure of knowledge, understanding of skills in a specified subject or a group of subjects.

Megaree (2002) stated that 'Achievement' tests how well students have mastered the subject matter in course of education.

In the light of above mentioned definitions we conclude that academic achievement refers to the attainment of the pupils in the various academic subjects such as Hindi, Punjabi, Mathematics, Science, History, Biology, Chemistry and Physics. It also refers to the attainment of pupils in skills like reading, writing and arithmetic. In other words, Academic Achievement is the outcome of general and specific learning experiences which are affecting by various factors.

2. FACTORS AFFECTING ACADEMIC ACHIEVEMENT

The immense significance, relevance and correspondence that academic achievement bears in individual's life, further emphasize the need to probe into this process of achievement and analyze the factors which contribute to it. During the past few decades, there have been frequent researches to probe into the various variables which determine academic achievement. All these variables can be broadly classified into the following categories:

1. Individual factors: These factors are related to the individual himself. The main among these factors are:
 - a. Cognitive like intelligence, learning ability, cognitive styles, creativity etc.
 - b. Non Cognitive like attitude towards self and others, perceptions of school, interest, motivation, level of aspiration, study habits, personality, self esteem, attitude towards education etc.
2. Environmental Factors: These are related to the environment of the individual. These include socio-economic status; family traits and company i.e. value system, educational system, system of evaluation, teacher's efficiency, training and methods of teaching, school environment and home environment, peer group etc.

JUSTIFICATION OF THE PROBLEM

The family is the socio-psychological unit that exerts greater influence on the development and modification of the child's behavior. Parental Involvement plays an important role in socialization process of child. A child wants affection and sense of security from parents. If it is denied, it has an unhealthy effect on his social adjustment, personality, development and emotional development of the child in the entire sphere. Parental deprivation adversely affects the Self Esteem, adjustment, personality regularly about school experiences have better academic performance than children who rarely discuss school with their parents (HO & Williams).

Parents are involved into the formation of Self Esteem in the home and school personnel can help a child gain a sense of confidence in his or her skills and competencies and foster esteem in the classroom. Therefore, building Self Esteem in children, particularly in children who already think poorly of themselves, requires collaboration between parents, school, personnel and the child.

If parental demands are too great and pressures become too intense, some children simply quit trying. They sense that they cannot live up to the high expectations of their parents; such a reaction often damages their self image, seriously affects the way they perceive and react to others. Such a negative self image can seriously hamper youngsters in developing their full life potential. Even the children sometimes drive themselves into suicidal tendencies. Thus, the present study is an effort to probe into an impact of Parental Involvement on self esteem, Achievement Motivation and Academic Achievement of IX grade students. The findings of present study may be helpful to devise programmes to build self esteem of the youngsters so that the level of Achievement Motivation can be raised which will be ultimately helpful in improving their Academic Achievement.

3. STATEMENT OF THE PROBLEM

IMPACT OF PARENTAL INVOLVEMENT ON SELF ESTEEM, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF IX GRADE STUDENTS

OBJECTIVES

1. To study the relationship between Parental Involvement Self Esteem, Achievement Motivation and Academic of IX Class Students.
2. To find out the impact of Parental Involvement on Self Esteem of IX class students
3. To find out the impact of Parental Involvement on Achievement Motivation of IX class students.
4. To find out the impact of Parental Involvement on Academic Achievement of IX Class Students.
5. To study if boys and girls differ in their self esteem in relation to their Parental Involvement.
6. To study if boys and girls differ in their Achievement Motivation in relation to their Parental Involvement.
7. To study if boys and girls differ in their Academic Achievement in relation to their Parental Involvement.

HYPOTHESES

1. Parental involvement, Self Esteem, Achievement Motivation and Academic Achievement are significantly co related with each other.
2. Students with different level of Parental Involvement differ significantly in their Self Esteem.
3. Students differ significantly in their Achievement Motivation with respect to their parental Involvement.
4. Students differ significantly in their Academic Achievement with respect to their parental Involvement.
5. There is no significant influence of Parental Involvement, Gender and their interaction of Self Esteem of IX grade students.
6. There is no significant influence of Parental Involvement Gender and their interaction on Achievement Motivation of IX grade students.
7. There is no significant influence Parental Involvement, Gender and their interaction of Academic Achievement of IX grade Students.
8. There is no significant influence level of Parental Involvement, Gender and their interaction on Academic Achievement of IX grad students.

4. PLAN AND PROCEDURE

DESIGN OF THE STUDY

The present study falls under the category of descriptive research as it involves the description analysis and interpretation of the data.

SAMPLE

The sample size was of 200 students both male and female from government and private schools of Amritsar city, selected through random sampling technique.

TOOLS

- Parental Involvement scale by Dr. Rita Chopra and Dr. Curable Sahoo, (2006).
- Self Esteem Inventory by MS Prasad and GP Thakur, (1977).
- Achievement Motivation Scale by Pratibha Deo and Asha Mohan, (1985)

STATISTICAL TECHNIQUES

The following statistical procedures were used to analyze the data:-

Descriptive statistics: In order to utilize the nature of score distribution of data collected numerical determinants like means, median, standard deviation, skewness kurtosis were worked out.

Inferential statistics: Pearson product moment method of correlation was used to find out relationship of four variables.

DELIMITATIONS OF THE STUDY

The present study was confined to IX grade student studying in private and government schools of Sri Muktsar Sahib District only.

5. DATA INTERPRETATION:

Hypothesis wise discussion of the results has been undertaken to arrive at some conclusion.

HYPOTHESIS-I

“Parental involvement, Self Esteem, Achievement Motivation and Academic Achievement are significantly co related with each other.”

Moving ahead with the discussion, if we take a glance at table 4.1 inter correlation Matrix results were reported in table 4.1 reveals that the correlation between parental Involvement and Self Esteem is positive which is of the magnitude 0.339 at 0.01 level of significance. The correlation between Parental Involvement and Achievement Motivation of the magnitude is positive 0.440 significant at 0.01 level of confidence. The Parental involvement and Academic Achievement are 0.596 positive correlated with each other at 0.01 levels.

The correlations of Self Esteem with Achievement Motivation and Academic Achievement is positive which is the magnitude 0.324 and 0.290 respectively at 0.01 levels. The Correlation of Achievement Motivation and Academic Achievement are positive and of the magnitude 0.284 which is significant at 0.01 level of significance.

Hence all the positive values indicate that there exists positive significant correlation among the variable.

The similar results have been reported by Aggarwal, Rekha and Kapoor (1998) who revealed that Parental Involvement in children and Academic activities played a significant role in enhancing the achievement of students.

The results of present study are also in tune with the findings of the study conducted by Singh, et. al. (1995) who revealed that Parental inspiration was found to have powerful positive influence on Academic Achievement of the children's.

Thus the hypothesis-I Parental Involvement Self Esteem, Achievement Motivation and Academic Achievement are significantly co related with each other stands accepted.

HYPOTHESIS-II

Students with different level of Parental Involvement differ significantly in their Self Esteem.

To test this hypothesis students with high and low Parental Involvement were identified and their mean Self Esteem scores were entered in table 4.2. Further t test was applied to determine significance of the difference between the mean Self Esteem scores.

A Scrutiny of table 4.2 reveals that there is significant difference between the Self Esteem scores of students with High and Low Parental Involvement which is evident from the t value of 5.137 Table 4.2 further reveals that mean self esteem scores of students with High and Low Parental Involvement are 112.02 and 91.09 respectively. From the mean Self Esteem scores of High and Low Parental Involvement students it is concluded that student with High Parental Involvement have High Self Esteem as compared to students with Low Parental Involvement.

The results of the present study are in tune with the Chopra and Surabala Sahoo (2006) who revealed that there exists positive and significant correlation between Self Esteem of students and level of Parental Involvement.

Similar results are reported by Roy and Kavin (2003) who examined the relationship between adolescent functioning and parental support. Results indicated that supportive behavior of African American mothers toward their adolescent children positively predicted both Self Esteem and Academic Achievement of the students.

Thus Hypothesis-II Students with different level of Parental Involvement differ significantly in their Self Esteem stands accepted.

HYPOTHESIS-III

“Students differ significantly in their Achievement Motivation with respect to their Parental Involvement.”

To test hypothesis-III, mean scores of Achievement Motivation of students with High and Low Parental Involvement were entered in Table 4.3. The significance of difference between the mean Achievement Motivation scores of students of High and Low Parental Involvement was calculated by applying t test which comes out to be 6.436. It clearly indicates that significant difference exists in students Achievement Motivation having high and Low Parental Involvement.

From the mean Achievement Motivation scores of students with High and Low Parental Involvement, it is clear that student with High Parental Involvement have High Achievement Motivation as compared to student with Low Parental Involvement.

Similar results are reported by Mosteller et. Al. (1996) who examined the relationship between Parental Involvement and Achievement Motivation of students that positively confirmed that Parental Involvement influence the achievement motivation of students.

The result of present study are also in tune with the Rao and Islam (1997) who indicated that the Parental Involvement has positive influence on the motivational roots of the student and supports and facilitates the child achievement.

Thus, hypothesis-III, Student differs significantly in their Achievement Motivation with respect to their Parental Involvement stands accepted.

HYPOTHESIS-IV

“Students differ significantly in their Academic Achievement with respect to their Involvement.”

To Test Hypothesis-IV, mean scores of Academic Achievement of students with High and Low Parental Involvement were entered in Table 4.4. The Significance of difference between the mean Academic Achievement scores of students with High and Low Parental Involvement were calculated by applying t test which comes out to be 9.567. It clearly indicates that significant difference exists in students Academic Achievement having High and Low Parental Involvement.

From the mean Academic Achievement scores of students with High and Low Parental Involvement, it is clear that student with High Parental Involvement have High Academic Achievement as compared to student with Low Parental Involvement.

Similar results are reported by Hara and Burke (1998) who examined that parental involvement in child’s early education is consistently found to be positively associated with the child academic performance.

The results of present study are also in tune with the findings of study conducted by Singh, ET. al (1995) who revealed that Parental Inspirations have found to be powerful positive influence on Academic Achievement of their children’s.

Thus hypothesis-IV, Students with different level of Parental Involvement differ significantly in their Academic Achievement stands accepted.

HYPOTHESIS-V

“There is no significant influence of Parental Involvement, Gender and their interaction on Self Esteem of IX grade students.”

In order to test Hypothesis-V 2x2 Factorial Design was employed by taking Parental Involvement and Gender as an independent variable and Self Esteem as dependent variable F values so obtained were entered in table 4.5

A careful scrutiny of results inserted in table 4.5 reveals that the calculated F value is 26.833 for Parental Involvement (as an independent variable) is found to be significant at 0.01 level which indicated that their exist a significant difference in mean Self Esteem scores of students with High and Low Parental Involvement F value for Gender is 6.222, which is found to be significant at 0.01 level which reveals that boys and girls with High and Low Parental Involvement differ in their Self Esteem is found to be insignificant at 0.01 level of significance.

The F 5.179 value for interaction of Parental involvement and gender is not significant which indicates that Self Esteem

scores of boys and girls are not influenced by the level of their Parental Involvement.

The result of the present study is in tune with Mullar (1998) who conducted a study Gender difference Parental Involvement on adolescents and reported that the relationship between Parental Involvement and achievement for boys and girls was positive.

Thus Hypothesis-V, There is no significant influence of Parental involvement Gender and their interaction on self esteem of IX Gender students stands partially accepted.

HYPOTHESIS-VI

“There is no significant influence of Parental Involvement, Gender and their interaction on Achievement Motivation of IX grade students.”

Hypothesis-VI was framed to examine the Impact of Parental Involvement, Gender and their interaction on Achievement Motivation of IX grade student. This hypothesis was tested by employing analysis of variance and results were entered in Table (4.6) the results confirmed that level of Parental Involvement have influence on Achievement Motivation of students. Which implies that there exists a significant difference in the Achievement Motivation scores of students with High and Low Parental Involvement. Boys and girls do not differ significantly in the Achievement Motivation with High and Low Parental Involvement. Also the Achievement Motivation of IX grade students are independent of interaction of level of Parental Involvement and Gender.

The result of Present study are in tune with findings of study conducted by Ginsburg and Bronstein (1993) who revealed that extrinsic rewards, over protection and under controlling family styles were related with extrinsic motivation and lower Academic Achievement of the students.

Similar results have been reported by Wilkins (2009) who carried out a longitudinal study to evaluate family processes promoting Achievement Motivation and perceived competence among Lation Youth. It was confirmed that Parental Involvement related significantly and positively to the processes of achievement motivation.

Thus hypothesis-VI There is no significant Influence of Parental Involvement, Gender and their Interaction on Achievement Motivation of IX grade students stands partially accepted.

HYPOTHESIS-VII

“There is no significant influence of Parental Involvement, Gender and their interaction of Academic Achievement of IX grade students.”

Hypothesis-VII was framed to examine the impact of Parental Involvement, Gender and their interaction on Academic Achievement scores of IX grade student. This Hypothesis was tested by employing analysis of variance and results were entered in Table (4.7) and the results confirmed that level of Parental Involvement have influence on Academic Achievement of students. It further implies that their exist a significant difference in the Academic Achievement scores of students with High and Low Parental Involvement. Boys and girls do not differ significantly in the Academic Achievement with High and Low parental Involvement. However, the Academic Achievement of IX grade students are independent of interaction of level of Parental Involvement and Gender.

The results of Present study are in tune with findings of the study conducted by Gariki (2010) who investigated the relationship between Academic Achievement and home environment among standard eight pupils. The Sample comprised of 235 standard Eighth Kenyan pupils from six urban and rural primary schools from Machakos district. The result indicated a low but positive relationship (0.15) of home environment and Parental Education with Academic Achievement of the students.

Thus the Hypothesis-VII, There is so significant influence of Parental Involvement Gender and their interaction on Academic Achievement of IX grade students stands partially accepted.

6. FINDINGS AND CONCLUSIONS

The present descriptive study has helped into the realization of the objectives with this it was started. The following conclusions were drawn on the basis of analysis of data and discussion of results.

1. A careful examination of Zero Order Inter Correlation Matrix reveals that there exists a positive correlation between Parental Involvement, Self Esteem, Achievement Motivation and Academic Achievement which is significant at 0.01 level of significance. This finding leads to the acceptance of first Hypothesis namely Parental Involvement is significantly correlated with each other. Therefore, it is concluded that there is an impact of parental involvement on Self Esteem, achievement Motivation and Academic Achievement of IXth grade students.
2. A scrutiny of table 4.2 reveals that there is significant difference between the mean Self Esteem scores of students with High and Low Parental Involvement and it leads to acceptance of second hypothesis namely, students with different level of Parental involvement differ significantly in their self esteem. Therefore it is concluded that High Parental Involvement students have high Self Esteem whereas Low parental Involvement have low Self Esteem.
3. Results reported in table 4.3 reveal that there is significant difference between the achievement Motivation scores of students with High and Low Parental involvement. It leads to the acceptance of Hypothesis-III; Students differ significantly in their achievement Motivation with respect to their Parental Involvement. It is concluded that if parents are wholeheartedly involved in the studies of their students they are more motivated and their learning successful outcomes are enhanced in their achievement.
4. Results reported in table 4.4 reveal that mean scores of High and Low Parental involvement students in relation to their Academic Achievement significantly influence on their Academic Achievement of students. These results lead to the acceptance of Hypothesis-IV, namely Students differ significantly in their Academic Achievement with respect to their involvement. Thus it may be concluded that students with High Parental Involvement have high Academic Achievement and Low Parental Involvement have low Academic Achievement.
5. Results reported in table 4.7 reveal that F value for Parental Involvement is found to be significant at 0.01 levels and their interaction of Parental Involvement, Gender is not significant at 0.01 levels. It leads to the partial acceptance of Hypothesis-VII namely There is no significant influence of parental involvement, gender and their interaction on Academic Achievement of 9th grade students. Therefore, it is concluded that boys and girls with High and Low Parental Involvement do not differ significantly with respect to their Academic Achievement is independent of the influence of interaction of level of Parental involvement and Gender.

7. EDUCATIONAL IMPLICATIONS

In the light of findings of the present study it is found that the impact of Parental Involvement on Self Esteem, Achievement Motivation is advantageous in improving the achievement of Students of IX grade, Therefore it is suggested that:-

- Parents should involve themselves in the education of their wards for developing positive Self Esteem, Achievement Motivation and better Achievement of students.
- Parent's day should be organized in the schools so that the parents can be oriented about their roles and responsibilities in the development of their wards.
- Impact of Parental Involvement is not Gender sensitive. Boys and girls are equally benefited as well as nourished under the guidance of parents. So, therefore boys and girls should not be discriminated while providing guidance.
- The involvement of parents in the school activities of their children will be helpful to achieve the desired educational outcomes.
- School authorities should administer Parent involvement scale to measure the level of involvement of parents in their children's school activities, homework assignment, subject selection, attending Parents Teacher meetings should be specifically organized, specifically for fulfilling the educational needs of the students.

8. SUGGESTIONS FOR THE FURTHER RESEARCH

1. The present study may be carried out on a large and representative sample.
2. The investigator undertook sample of IX grade students only, this study can further be extended to the other grades also.
3. A comparative study of students with high parental involvement and low parental involvement in relation to variable viz. Self Esteem, achievement motivation and Academic Achievement can be carried out.

4. Other psycho social variables can be taken for further studies.
5. Level of Parental involvement in the development of children can be further studied in relation to their socio economic status and cultural background etc.

CONFLICT OF INTERESTS

None.

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