Correlation Between Academic Problems Faced By Standard XI Students And Educational Qualification Of Parents

Abstract
An investigation was made to find out whether there is any significant correlation between academic problems faced by Standard XI students and Educational Qualification of their parents. In the present study, random sampling technique was adopted to select a sample of 300 students of standard XI in Ramanathapuram Educational district, and self made tool was used to collect data. The result revealed that there is no significant correlation between academic problems faced by male, female and rural students and Educational Qualification of their parents. But there is significant correlation between academic problems faced by urban students and Educational Qualification of their parents.

1. INTRODUCTION
As political, social and economic conditions change and new problems arise it becomes accessory to re-examine carefully and restate clearly the objectives which education at each definite stage should keep in view more over this statement must take into account not only the facts of the existing situation, but also the direction of its development and the nature and the type of the social order that we envisage for the future to which education has to be geared. Problems are regarding parent’s high aspiration regarding achievement of their sons and daughters and when they do not come up to their aspiration, there is constant quarrelling among parents and adolescent. Sometimes these quarrels result in dire consequences. Adolescent runs from his home and may commit suicide.
There is lack of understanding between parents and adolescents regarding freedom and money. The parents treat adolescent like a child. They never discuss problems freely with them.

### 2. NEED AND SIGNIFICANCE OF THE STUDY

I. **Problems of adolescence:** Adolescence is a period of transition from childhood to maturity. Hall has called this period a period of storm and stress. Adolescents have many problems and these mainly centre round the following:

   - **Home:** In adolescence the child is reminded now and then about his duty and responsibility by the adult members of the family. They place upon him new demands. This confuses him and he fails to meet these demands. The parents have high expectation from the adolescents, but when they are not fulfilled, constant quarrelling occurs among parents and adolescents. This may result in truancy from home or, in extreme case, suicide.

   - **School:** Most of the adolescents face a great problem to adjust with the rigid time table and syllabus. There is hardly any scope for extracurricular activities in schools. Teachers are rigid and unsympathetic. Examination, pass-fail system and parent’s aspiration are sources of worry to the adolescents. When the child fail to adjust with the rigid school system, either he becomes neurotic or becomes delinquent.

   - **Society:** Adolescents are expected to behave like an adult in a society. They must learn social customs and manners. When they fail to obey the dictate of the adult members of the society, they are ridiculed. They have no freedom to act according of their conscience. All these result in severe mental conflicts in adolescents.

   - **Vocational Problems:** The child starts thinking of his future career when he reaches adolescence. He needs money for various activities he follows. But he feels as harmed of begging money from the adults. Parents are not always willing to provide money for his frivolous pursuits. Under such circumstances, he craves for an occupation which will give him money, but how shall he get occupation when thousands of unemployed adolescents are roaming the street. This thought of uncertain future haunts the mind of the adolescents.

### 3. STATEMENT OF THE PROBLEM

“Correlation between Academic Problems faced by Standard XI students and Educational Qualification of Parents”.

### 4. DEFINITION OF THE TERMS

- **Academic Problems:** Problems refer to a situation requiring a solution. In psychological terms, a problem is a hindrance that disrupts the continuity of process within the individual or in a group. By academic problems, the investigator means problems connected with academic work and school work.
Educational Qualification: Educational qualification of an individual is determined by the certificate or diploma or Degree bestowed on him by way of completing successfully an academic course or training.

5. OBJECTIVES OF THE STUDY
   I. To find the significance of correlation between academic problems faced by the boys and Educational Qualification of parents.
   II. To find the significance of correlation between academic problems faced by girls and Educational Qualification of parents.
   III. To find the significance of correlation between academic problems faced by rural students and Educational Qualification of parents.
   IV. To find the significance of correlation between academic problems faced by urban students and Educational Qualification of parents.

6. NULL HYPOTHESES
   I. There is no significant correlation between academic problems faced by boys and Educational Qualification of parents.
   II. There is no significant correlation between academic problems faced by girls and Educational Qualification of parents.
   III. There is no significant correlation between academic problems faced by rural students and Educational Qualification of parents.
   IV. There is no significant correlation between academic problems faced by urban students and Educational Qualification of parents.

7. METHODOLOGY ADOPTED FOR THE PRESENT STUDY
   To investigate and to determine the status of a present phenomenon the survey method is the best.
   I. Population for the study: The population of the present study is the students of standard XI in Ramanathapuram Educational district.
   II. Sample for the study: In the present study random sampling technique was adopted to select a sample of 300 students of standard XI in Ramanathapuram Educational district.

8. TOOLS USED
   The investigator used self-made questionnaire to collect data from the students. The first part of the questionnaire - Bio-data is for the personal information. They are,
   - Gender
   - Place of residence
   - Locality of school
   - Type of management
   - Nature of school
• Medium of instruction
• Parental Educational Qualification
• Family Annual Income

The second part of the questionnaire consists of 40 statements. Each statement consists of three responses. The 3-point scale (yes / undecided / no) is used. There are negative statements and positive statements in the questionnaire.

i. **SCORING KEY**

Table – 1: Scoring done for positive statements

<table>
<thead>
<tr>
<th>S. No</th>
<th>Responses</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Undecided</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>No</td>
<td>3</td>
</tr>
</tbody>
</table>

Table – 2: Scoring done for negative statements

<table>
<thead>
<tr>
<th>S. No</th>
<th>Responses</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>Undecided</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>No</td>
<td>1</td>
</tr>
</tbody>
</table>

Table – 3: The total number of positive and negative statements

<table>
<thead>
<tr>
<th>Nature Of Items</th>
<th>Items Numbers</th>
<th>No. Of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>1,2,3,4,5,6,8,9,10,11,12,17,21,25,27,30,35,36,37,39,40</td>
<td>21</td>
</tr>
<tr>
<td>Negative</td>
<td>7,13,14,15,16,18,19,20,22,23,24,26,28,29,31,32,33,34,38</td>
<td>19</td>
</tr>
</tbody>
</table>

ii. **DIMENSION**

The problems of students were measured under dimension such as

- Personal
- School
- Social
- Home

9. **ANALYSIS OF DATA**

**1. NULL HYPOTHESIS:** There is no significant correlation between academic problems faced by boys and educational qualification of parents
Table – 4: Correlation between academic problems faced by boys and educational qualification of parents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Parental Educational Qualification</th>
<th>Academic Problems</th>
<th>$\Sigma X$</th>
<th>$\Sigma Y$</th>
<th>$\Sigma X^2$</th>
<th>$\Sigma Y^2$</th>
<th>$\Sigma XY$</th>
<th>Correlation Co-efficient</th>
<th>Significance Of Correlation Co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1028</td>
<td>25612</td>
<td>4880</td>
<td>2727610</td>
<td>108072</td>
<td>0.036</td>
<td>No Significant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred that the table value 0.113 is greater than the calculated correlation co-efficient 0.036. Therefore, there is no significant correlation between academic problems faced by boys and educational qualification of parents.

**II. NULL HYPOTHESIS:** There is no significant correlation between academic problems faced by girls and educational qualification of parents.

Table – 5: Correlation between academic problems faced by girls and educational qualification of parents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Parental Educational Qualification</th>
<th>Academic Problems</th>
<th>$\Sigma X$</th>
<th>$\Sigma Y$</th>
<th>$\Sigma X^2$</th>
<th>$\Sigma Y^2$</th>
<th>$\Sigma XY$</th>
<th>Correlation Co-efficient</th>
<th>Significance Of correlation co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>882</td>
<td>22024</td>
<td>4152</td>
<td>2309478</td>
<td>91323</td>
<td>0.031</td>
<td>No significant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred that the table value 0.113 is greater than the calculated correlation co-efficient 0.031. Therefore, there is no significant correlation between academic problems faced by girls and educational qualification of parents.

**III. NULL HYPOTHESIS:** There is no significant correlation between academic problems faced by rural students and educational qualification of parents.

Table – 6: correlation between academic problems faced by rural students and educational qualification of parents

<table>
<thead>
<tr>
<th>Locality of School</th>
<th>Parental Educational Qualification</th>
<th>Academic Problems</th>
<th>$\Sigma X$</th>
<th>$\Sigma Y$</th>
<th>$\Sigma X^2$</th>
<th>$\Sigma Y^2$</th>
<th>$\Sigma XY$</th>
<th>Correlation Co-efficient</th>
<th>Significance of correlation co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>740</td>
<td>18531</td>
<td>3522</td>
<td>1976059</td>
<td>78081</td>
<td>0.052</td>
<td>No significant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred that the table value 0.113 is greater than the calculated correlation co-efficient 0.052. Therefore, there is no significant correlation between academic problems faced by rural students and educational qualification of parents.

**IV. NULL HYPOTHESIS:** There is no signification correlation between academic problems faced by urban Students and educational qualification of parents.

Table - 7: Correlation between academic problems faced by urban Students and educational qualification of parents
A. Pio Albina: Correlation Between Academic Problems Faced By Standard XI Students And Educational Qualification Of Parents

<table>
<thead>
<tr>
<th>Locality of School</th>
<th>Parental Educational Qualification</th>
<th>Academic Problems</th>
<th>$\sum X$</th>
<th>$\sum Y$</th>
<th>$\sum X^2$</th>
<th>$\sum Y^2$</th>
<th>$\sum XY$</th>
<th>Correlation Co-efficient</th>
<th>Significance of correlation co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>72</td>
<td>1350</td>
<td>434</td>
<td>141316</td>
<td>7510</td>
<td>0.166</td>
<td>Significant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred that the table value is 0.113 is less than the calculated correlation co-efficient 0.166. Therefore, there is significant correlation between academic problems faced by urban Students and educational qualification of parents.

10. FINDINGS
   i. There is no significant correlation between academic problems faced by boys and educational qualification of parents.
   ii. There is no significant correlation between academic problems faced by girls and educational qualification of parents.
   iii. There is no significant correlation between academic problems faced by rural students and educational qualification of parents.
   iv. There is significant correlation between academic problems faced by urban students and educational qualification of parents.

11. DISCUSSION
   The recent social structure, social expectations and the available means of attaining upward mobility extend directly and indirectly pressure on the parents who desire their children to be educated. This pressure is so commonly existent that its impact on the parents and their motivation to get their children educated is far beyond the limits of the gender of their children. Hence the academic problems faced by standard XI students can be attributed to the educational qualification of their parents. The fourth finding reveals the crucial truth that the educational qualification of urban parents has positive significant correlation with the academic problems of their children. The urban parents have high motivation for the academic progress of their children and they have more expectation and demand on the higher achievement of their children. Hence the higher the qualification the more the academic problems faced by their children due to the pressure exerted by their parents.

12. RECOMMENDATIONS
   i. Parents should be made aware of child psychology. It will help them in understanding their children.
   ii. Parents should be tried to provide needed facilities for their children to study at home. The parent’s highest priority must be their children.
   iii. Parents should inform their wards about their financial conditions and to make them realize the reality of their positions.
iv. In order to decrease the academic problems of rural school students, they may be provided with opportunities to improve their study.

v. Students should be given adequate freedom to respond in the class.

vi. Development of achievement is affected by number of variable in home. Parental expectation and guidance to the child develop need for high achievement in life.

vii. In home, create a warm, friendly atmosphere where smiles a bound.

viii. Students can be encouraged for group discussion, learning with the peer group to develop healthy emotional traits.

ix. Parents should make the child self-responsible by educating them the skill of solving problems.

12. REFERENCES


