A Study of Parental Involvement, Goal Orientation and Academic Achievement of Class IX Students with Deviant Behaviour Tendencies in Chennai-North Educational District

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Abstract

This paper comparatively examines the relationship between Parental Involvement, Goal Orientation and Academic Achievement of students with Deviant Behaviour Tendencies (DBT) to identify the significant difference in the research variables and in their dimensions. For these purpose 55 boys & 45 girls of class 9 were selected in Chennai-North Educational District by adopting the Purposive Sampling Technique. Administering the Deviant Behaviour Scale constructed by Dr. N.S. Chauhan was preferred to identify the students with deviant behaviour tendencies followed by a personal interview conducted with their class teachers to confirm their acts. After that administration of Rating Scales of Parental Involvement and Goal Orientation was done. The data collected from the tools were subjected to various statistical analyses. The results of the analysis were presented in the form of tables and interpreted appropriately to arrive at logical Findings and Conclusions. It is found that the correlation between the dimensions of Parental Involvement was less significant and the correlation between the dimensions of Goal Orientation also was less significant. The positive correlation between the overall Parental Involvement and Academic Achievement was significant though negligible. It is concluded that on the basis of findings, the students with DBT had negligible Perception of Parents and negligible Prove Orientation. Few demographic variables such as medium of instruction and number of parents brought slight differences in research variables.

Keywords: Deviant Behaviour, Parental Involvement, Goal Orientation, Academic Achievement

1. Introduction

The art of combining both commitment and active participation on the part of the parent to the school and to the student is referred as Parental Involvement shown in their wards schooling. There are many issues culpably related with this parental involvement. Parents have a feeling that they are unwelcome at school, they may have a lack of appropriate knowledge and proper education and some time they may feel that education is not that much important. The numbers of solutions offered to improve parental involvement are fairly large and fixing such parental problems is also possible. Thus, this paper focuses on the effects of parental involvement on academic achievement and other outcome of their wards with Deviant Behaviour Tendencies to attain so called overall development. But at the same time we have to get a close look over their peers and their group movement since socio economic status play a vital role in these activities. In general, the pre-adolescent stage of human life span is full of stress and storm seen in their physical growth especially the high school students have developmental related changes. Sigmund Freud emphasised the stage marks with ego that leads to some level of superiority complex as well as inferiority complex. They are in need of personal, educational and vocational guidance and counselling and even their parents need counselling. The activities of children with Deviant Behaviour in the regular classroom setup are increasing rapidly in India due to various factors. The factors such as ineffective parenting, insufficient parental affection, influence of bad friendships and bullying classroom environment are the causes of this increment. “Deviant Behaviour is said to be the observable responses that go against the fact of role fulfilment in mainstream society”.

Formal and informal social controls attempt to prevent or curtail deviance in community. It is not an act
in itself, but a reaction to an act, that makes something deviant. Yes, they emit such responses as they receive stimulating information to act. Crime the extremity of deviance, the violation of formally enacted law, is formal deviance while an informal social violation such as pinching one’s thigh is an example of informal deviance. It is also stated as moving away from what others do or simply does what other don’t. This paper elucidates that parental involvement in children’s learning is positively related to their achievements in academic furthermore this paper exhibits that the high intensity of parental involvement in their children’s learning, the higher beneficial are the achievement outcome. This holds true of all sort of parental involvement in children’s learning and for various categories of students. The study conducted on the relationship between Parental Involvement, Goal Orientation and Academic Achievement revealed that there are some remarkable indications Looking more closely at the investigation, there are strong indications that those who sit with their children during study hours is the highest effective style of parental involvement.

2. Statement of the Problem

Parental involvement gradually declines as students grow older, so that it is less in secondary schools than in elementary (Stouffer, 1992). If parental involvement is such a beneficial one, why isn't it being used at a greater extent than at present? There are some factors from the parent as also from the school for this lack of involvement. The present paper is specifically intended to examine the relationship between Parental Involvement, Goal Orientation and Academic Achievement. The above said relationship among students with deviant behaviour tendencies are investigated in this paper referring to personal variables, school related variables and family related variables.

3. Objectives of the Study

1. To identify and confirm students with Deviant Behaviour Tendencies in Std IX
2. To study the Overall Parental Involvement of Std IX students with DBT.
3. To study the Overall Goal Orientation of standard XI students with DBT.
4. To study the relationship between Parental Involvement, Goal Orientation and Academic Achievement

4. Hypotheses

1. There is significant difference in the Overall Parental Involvement and in its dimensions of the students with DBT belonging to different groups based on
   ➢ Gender
   ➢ Type of School
   ➢ Management of School
   ➢ Medium of Instruction
   ➢ Number of Parents
   ➢ Family Income
2. There is significant difference in the Overall Goal Orientation and in its dimensions of the students belonging to the above said different groups.
3. There is significant difference in the Overall Academic Achievement of the students with DBT belonging to the above said different groups.
4. There is significant relationship between Deviant Behaviour students’ Parental Involvement, Goal Orientation and Academic Achievement.
5. Method of Study

In the present study, Survey Method is adopted. The study focused on the data collected through Rating Scales.

6. Tools used in this Study

In the present study, the tools namely Deviant Behaviour Rating Scale by Dr. N.S. Chauhan, Parental Involvement Rating Scale and Goal Orientation Rating Scale developed by the investigator and std VIII Annual Exam marks, std IX Quarterly Exam marks, Half Yearly Exam marks are used. These have been used to measure Parental Involvement, Goal Orientation and Academic Achievement of students with DBT studying class 9.

7. Sampling size and Sampling Technique

In the present study, the population selections were standard IX students of Chennai-North Educational District. The data were collected from 100 students with DBT studying class IX from 11 Higher Secondary Schools that were selected at random.

8. Limitations of the Study

Geographically, sample area selected was Chennai district that too Chennai-North Educational District of Tamil Nadu State.

1. Due to time limit, the investigator could not survey all the schools of Chennai North.
2. The investigator restricted his research study only to students with DBT studying in std IX.

9. Statistical Techniques used for Data Analysis

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

10. Findings of the Study

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

- The Mean and Standard Deviation of Overall Parental Involvement were 70.27% and 10.78%.
- The Mean Score Percentage was the highest (71%) for Perception of Parents and the same was the lowest (54%) for Perception of neighbourhoods.
- Boys and Girls did not differ significantly in Overall Parental Involvement and in its three dimensions viz., Perception of Parents, School Life & Home Life and Perception of Neighbourhoods.
- The Tamil medium students and the English medium students differed significantly at least in one of the three dimensions viz., Perception of Neighbourhoods. However they did not differ significantly in School Life & Home Life and Perception of Parents.
The students with Single Parents and the students with Both Parents differed significantly in one of the three dimensions called Perception of Neighbourhoods. However they did not differ significantly in School Life & Home Life and Perception of Parents.

The students of Boys’ School, Girls’ School and Co-educational School did not differ significantly in Overall Parental Involvement and in the three dimensions.

The students of from Management Schools namely Government, Corporation, Aided, Matriculation, Anglo-Indian and Railway did not differ significantly in Overall Parental Involvement and in the three dimensions.

The students with different levels of Family Income did not differ significantly in Overall Parental Involvement and in its three dimensions.

B. Findings based on Descriptive and Differential analysis of the data related to Overall Academic Achievement

- The Mean and Standard Deviation of Overall Academic Achievement were 59.87% and 11.78% respectively.
- The Mean Score was 59.87%.
- The Mean score of Overall Academic Achievement of Girls was a little higher (62.43%) than Boys (57.42%).
- The Mean score of Overall Academic Achievement of English medium students was much higher (63.37%) than Tamil medium (49.90%) students.
- The Mean score of Overall Academic Achievement of students with Both Parents was higher (60.37%) than students with Single Parents (54.86%) students.
- The Mean score of Overall Academic Achievement was the highest (62.57%) for students in Girls’ School and the same was the lowest (57.71%) for students in Co-Educational school.
- The Mean score of Overall Academic Achievement was the highest (66.53%) for students in Anglo-Indian School and the same was the lowest (47.17%) for students in Government school.
- The Mean score of Overall Academic Achievement was the highest (64.69%) for students of Family Income between Rs.5,001 and 10,000; the same was the lowest (57.36%) for students of Family Income below Rs.5,000.

C. Findings based on Correlation Analysis of the data related to Overall Parental Involvement

It is found that the correlation between the dimensions of Parental Involvement was less significant and also seen that the three inter correlation were positive which ranged from 0.107 to 0.212 and Students with DBT have had negligible Perception of Parents.

D. Findings based on Correlation Analysis of the data related to Overall Goal Orientation

It is found that the correlation between the dimensions of Goal Orientation was less significant and also seen that the three inter correlation were positive which ranged from 0.105 to 0.112 and Students with DBT have had negligible Prove Orientation.

E. Findings based on Correlation Analysis of the data related to Overall Academic Achievement

It is found that the positive correlation between the Overall Parental Involvement and Academic Achievement was significant but negligible.
11. Conclusion:

It is concluded that on the basis of findings, the students with Deviant Behaviour Tendencies have had negligible Perception of Parents and negligible Prove Orientation. Gender, Type of School and Management of School brought slight differences in Parental Involvement, Goal Orientation and Academic Achievement. Students with DBT studying in English medium and those with Both Parents whose monthly salary between Rs.5,001 to 10,000 have significant influence in bringing better Academic Achievement whereas students with DBT studying in Tamil medium and those with Single Parent have better Goal Orientation.

12. References