ABSTRACT

Parental involvement is one of great significance in developing psychological as well as academic behavior of the child. The amount of parental interests and encouragement is a crucial factor in the Child's progress. The main objectives of the present study is to find out the relationship between parental involvement and academic achievement of Sonowal Kachari Tribal Adolescent students of Hapjan Educational Block in Tinsukia District. Assam. Descriptive survey method was used in this study. A sample of 90 Sonowal Kachari Adolescent students studying in class IX and X of Hapjan Educational Block under Tinsukia District of Assam was taken as a sample on the basis of incidental sampling. The Parental Involvement Questionnaire was developed and standardized by the researcher and The Academic achievement scores obtained by the Sonowal Kachari Tribal Adolescent class IX and X students in their final examination were used to collect data. The findings of the study reveals: (i) There is a positive relationship between.

KEYWORDS: Parental Involvement, Academic Achievement, Boys, Girls, Government, Private.

1. INTRODUCTION:
The family members influence the mental and social abilities of the every individual. If there is a good environment in the family, the mental development of the child is growing smoothly. Parental involvement is one of great significance in developing psychological as well as academic behavior of the child.

The present study gives importance on a multidimensional representation of parental involvement which includes parents - child interaction, parents' socio-economic status, parents' involvement in school activities and parents' educational status. Parental involvement plays a significant role in the child's education and affects the child's adjustment capacity to adjust in the family and in the school. Thus in the present study an attempt has been made to study the impact of Parental Involvement on the Academic Achievement of Adolescents of Sonowal Kachari Tribes of Hapjan Educational Block in Tinsukia District, Assam.

Types of parental involvement

a. Setting high expectations
b. Knowing the child's friend
c. Monitoring home work
d. Discussing school events with children
e. Video-calling about child
f. Regular participation in school events
g. Ongoing participation in school activities
h. Limiting television viewing
i. Limiting outside activities

1.1 Objectives of the study:
i. To study the relationship between parental involvement and academic achievement of Sonowal Kachari Tribal Adolescent students of Government school.

ii. To study the relationship between parental involvement and Academic Achievement of Sonowal Kachari Tribal adolescents students of Private school.

iii. To study the relationship between parental involvement and Academic Achievement of Sonowal Kachari Tribal Boys Adolescent students.

iv. To study the relationship between parental involvement and Academic Achievement of Sonowal Kachari Tribal Girls Adolescent students.

v. To find out the difference between the parental involvement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

vi. To find out the difference between the Academic Achievement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

1.2 Hypotheses of the study:
i. There is a no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Adolescent students of Government school.

ii. There is a no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Adolescent students of Private school.

iii. There is no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Boys Adolescent students.

iv. There is no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Girls Adolescent students.

v. There is no significant difference between the Parental Involvement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

vi. There is no significant difference between the Academic Achievement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

1.3 Delimitations of the study:
i. The present study is delimited to students studying in class IX and X under SEBA only.

ii. The present study is delimited to Government Schools, Private (Assamese medium) Schools and Private (English medium) Schools only.

iii. The present study is delimited to Class IX and X Sonowal Kachari Tribal Adolescent students for the academic session 2016-17.

iv. In the present study the sample consists of 90 students only.

2. MATERIALS AND METHODS OF THE STUDY:

2.1 Method:
In the present study the researcher used the Descriptive Survey method.
3. RESULTS AND DISCUSSIONS OF THE STUDY:
The results obtained in the present study have been presented below with the help of tables and their interpretations, wherever necessary.

3.1 Relationship between parental involvement and academic achievement of Sonowal Kachari Tribal Adolescent students of Government school and Private School

Hypothesis 1: There is no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Adolescent students of Government school.

Hypothesis 2: There is no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Adolescent students of Private school.

Table 1
Co-efficient of correlation between parental involvement and Academic Achievement of Sonowal Kachari Tribal Adolescent students of Government School and Private School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Variable</th>
<th>No. of Students</th>
<th>Product Moment Coefficient of Correlation (r)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government School</td>
<td>Parental Involvement</td>
<td>30</td>
<td>.92</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Academic Achievement</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private School</td>
<td>Parental Involvement</td>
<td>60</td>
<td>.84</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Academic Achievement</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation:
Table 1 shows that the calculated value of ‘r’ is .92 which is significant at 0.01 level of significance. It indicated a positive correlation. Hence the null hypothesis is rejected. Thus, it can be concluded that there is a significant high positive relationship between Parental Involvement and Academic achievement of Sonowal Kachari Tribal Adolescent students of Government Schools.

Table 1 also shows that the calculated value of ‘r’ is .84 which is significant at 0.01 level of significance. It indicated a positive correlation. Hence the null hypothesis is rejected. Thus, it can be concluded that there is a significant high positive relationship between Parental Involvement and Academic achievement of Sonowal Kachari Tribal Adolescent students of Private Schools.

3.2 Relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Boys Adolescent students and Girls Adolescent students.

Hypothesis 3: There is no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Boys Adolescent students.

Hypothesis 4: There is no significant relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Girls Adolescent students.

Table 2
Coefficient of Correlation between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Boys Adolescent students and Girls Adolescent students.

<table>
<thead>
<tr>
<th>In terms of Gender</th>
<th>Variable</th>
<th>No. of Students</th>
<th>Product Moment Coefficient of Correlation (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Parental Involvement</td>
<td>45</td>
<td>.77</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Academic Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>Parental Involvement</td>
<td>45</td>
<td>.83</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Academic Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation:
Table 1 shows that the calculated value of ‘r’ is .77 which is significant at 0.01 level of significance. It indicated a positive correlation. Hence the null hypothesis is rejected. Thus, it can be concluded that there is a significant high positive relationship between Parental Involvement and Academic achievement of Sonowal Kachari Tribal Boys Adolescent students.

Table 1 also shows that the calculated value of ‘r’ is .83 which is significant at 0.01 level of significance. It indicated a positive correlation. Hence the null hypothesis is rejected. Thus, it can be concluded that there is a significant high positive relationship between Parental Involvement and Academic achievement of Sonowal Kachari Tribal Girls Adolescent students.

3.3. Find out the Difference between the Parental Involvement of Sonowal Kachari Tribal Adolescent Boys and Girls students and Difference between the Academic Achievement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

Hypothesis 4: There is no significant difference between the Parental Involvement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

Hypothesis 5: There is no significant difference between the Academic Achievement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

Table 3

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ value</th>
<th>Degree of Freedom</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement</td>
<td>Boys</td>
<td>45</td>
<td>35.64</td>
<td>14.50</td>
<td>.85</td>
<td>88</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>45</td>
<td>32.96</td>
<td>15.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>Boys</td>
<td>45</td>
<td>332.6</td>
<td>56.88</td>
<td>1.09</td>
<td>88</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>45</td>
<td>316.67</td>
<td>79.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation:
Table 3 shows that the calculated value of ‘t’ is .85 which is less than the table value at .01 level of significance against 88 degrees of freedom. Hence, the null hypothesis is accepted at 95% level of confidence. So, there is no significant difference between the Parental Involvement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

Table 3 also shows that the calculated value of ‘t’ is 1.09 which is less than the table value at .01 level of significance against 88 degrees of freedom. Hence, the null hypothesis is accepted at 95% level of confidence. So, there is no significant difference between the Parental Involvement of Sonowal Kachari Tribal Adolescent Boys and Girls students.

3.4. Discussion:
From the above results we found that, there is a positive relationship between Parental Involvement and Academic Achievement of Sonowal Kachari Tribal Adolescent students of Government school and Private School and Boys and Girls students also. But there is no significant difference between the Parental Involvement of Sonowal Kachari Tribal Adolescent Boys and Girls student. Moreover there is no significant difference between the Academic Achievement of Sonowal Kachari Tribal Adolescent Boys and Girls student.
3.5 Educational Implications:
The present study has the following implications for the parents and teachers:

i. Parents should pay attention to study of their children.

ii. Parents should provide all the facilities for their children.

iii. Parents should encourage their children to give up their bad habits and lead them on the right path.

iv. Parents must give importance on their children’s routine work.

v. Parents motivate their children to get involved in different social, mental, intellectual activities.

REFERENCES: