



RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND SELF CONCEPT OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

Parental involvement includes a wide range of behaviours but generally refers to parents and family members use and investment of resources in their children's schooling. The whole personality and profile of the child is the parental reflection and projection produced most subtly. Research has shown differences in parental involvement, parental beliefs and the home-school relationships across socio-economic, ethnic and racial groups. The study was conducted to 100 higher secondary students of Kollam district. The tools used were the parental involvement scale and self-concept scale. The obtained data were analysed by means of correlation and ANOVA followed by Scheffé post hoc test. The results showed that there exists significant relation between parental involvement and self-concept. From the ANOVA results, the significant F value showed that the self-concept of higher secondary school students differ significantly with the level of parental involvement. The post hoc test revealed that the high parental involvement group had high self-concept.

INTRODUCTION:

Parents are children's first and most important teachers and have the most powerful influence on them. They are the primary helpers, monitors, coordinators, observers, record keepers and decision makers of their children. Parent involvements are usually highly valued by parents and teachers. Parental involvement includes a wide range of behaviours but generally refers to parents and family members use and investment of resources in their children's schooling.

Parental involvement takes many forms including good parenting in the home; including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school and participation in school governance.

Two months in every year, two days in every week and all except eight hours every day are spent by the child not at school but somewhere else, at home. The whole personality and profile of the child is the parental reflection and projection produced most subtly. Research has shown differences in parental involvement, parental beliefs and the home-school relationships across socio-economic, ethnic and racial groups.

Parental involvements are of mainly two types. One is the kind of involvement in school based activities like participating in school related activities and the other type of involvement is the home based activities. The earlier in a child's educational process parent involvement begins, the more powerful the effects. The most effective forms of involvement are those which engage parents in working directly with their children on learning activities at home. 86% of the general public believes that support from parents is the most important way to improve the schools.

Student achievement improves when parents become involved in their children's education at the school and community. It is very surprising that the accurate predictor of a student's achievement is not income or social status, but the extent to which a student's family can able to: create a home environment that encourages learning, express high expectations for their children's achievement and future careers and become involved in their children's education at school and in the community.

Despite these advantages, it is not always easy for parents to find time and energy to become involved or to coordinate with schedules for school events. For some parents, a visit to school is perceived as an uncomfortable experience, perhaps a holdover from their own school days. Others may have their hands full with a job and other children. Recently, teachers and school staffs have made special efforts to increase communication with parents and encourage involvement in children's learning experiences.

One of the important psychological discoveries of this century is the discovery of the self-image. It has long been a cliché of educational theory that a student's behavior is a function of student's self-concept. Self-concept is the sum total of all that an individual call his own, including both physical and mental data having the following constituents; the mental and social, the spiritual selves and the pure ego.

Self-concept is the composite of ideas, feelings and attitudes a person has about him. Rogers (1941) suggests that, "the self-concept consists of an organized con-

ceptual pattern of the "I" and the "me" together with the values attached to these concepts". The various forms of self-concept are, the basic self, ideal self, situational self and social self. Sociologists and psychologists agree that the self is something which develops, which is not present on or before or immediately succeeding birth and which emerge as a result of the interaction of the organism with the environment. The self-concept and self-esteem are important to mental health of students, and also affects their interpersonal relationships and their progress in school. Adolescents with low self-concepts and may be deeply disturbed when laughed at, scolded, blamed or even others have poor opinion about them.

NEED AND SIGNIFICANCE OF THE STUDY:

For decades, parent's interaction with children has been the major thrust of investigation. The parents play a critical role in the socialization and shaping of the personality of children. A number of studies have documented that children and adolescents who enjoy emotionally close relations with their parents report better psychological health in adulthood.

In recent years more researches have been conducted with middle school and secondary school and their families. Parental involvement actually declines as students grow older. Researchers point out the following reasons: schools are bigger and farther from the home, the curriculum is more sophisticated, each student has several teachers, parents of older students are more likely to be employed and students are beginning to establish some sense of separation and independence from their parents. The need of this type of study is to examine whether what happens to the parental involvement as the children grow older.

One of the main features of our society is the existence of nuclear families. Now the parents are very critical about the future of their children. Due to the anxious attitudes, some parents are highly careful about the activities of their children and this leads to over involvement which creates lots of problems than good. A good family relationship and parental influence form a good background for the children.

The study is very significant in the sense that the positive development of self-concept is so important and through this study, the investigator tries to find out the type of relationship exist between parental involvement and the development of self-concept among higher secondary school students.

Statement of the Problem:

The problem that we confront is what type of relationship exists between parental involvement and self-concept of higher secondary school students and the problem can be stated as: Relationship between Parental Involvement and Self-concept of Higher Secondary School Students

Operational definition of key terms:

Parental involvement: Parents participation in children's activities or it is the act of involving or the state of being involved. In the present study the investigator aims at the involvement of parents of higher secondary students belonging to Kollam district.

Self-concept: It means how a person sees himself. It is defined as the concept that a person has regarding his own self which consists of any evaluation that he makes of himself or whatever feelings he has of himself.

Higher secondary school students: Refers to the fourth stage of education that is the 11th and 12th year of schooling in the 10+2+3 pattern in Kerala.

HYPOTHESES:

1. There will be significant relationship between parental involvement and self-concept of higher secondary school students
2. There will be significant mean difference in the variable self-concept of groups in pairs classified on the basis of parental involvement (groups having high, average and low parental involvement)

OBJECTIVES:

1. To find out the parental involvement of higher secondary school students
2. To find out the self-concept of higher secondary school students
3. To find out the relationship between parental involvement and self-concept of higher secondary school students
4. To compare the groups in pairs classified on the basis of parental involvement (groups having high, average and low parental involvement) with respect to self-concept

METHODOLOGY:

Method adopted:

Normative survey method was adopted

Sample selected:

100 higher secondary school students were selected randomly from Kollam district

Tools used for the study:

1. Parental Involvement Scale for measuring parents' involvement in academic and non-academic matters.

The Parental Involvement Scale consisted of 6 major components such as parenting, communicating, volunteering, learning at home, decision making and collaboration with the community. The scale consisted of 37 items and a three point response (often, sometimes, never) was provided for each statements. By split half method, the reliability was established. The reliability of coefficient of the whole test was established by Spearman Brown prophecy formula and the value obtained was 0.67. Teacher rating was used as the external criterion for validity.

The Self-concept Scale designed by Dr. Lizzy Paul and Honey Kunjivaru (1998) has been used for the present study. The scale is a three point one with responses in the form of 'agree', 'undecided' and 'disagree'. 40 items were included in the scale with 4 sections representing basic self, ideal self, situational self and social self respectively.

Statistical techniques employed:

The data required were collected from 100 students and their parents. Pearson's coefficient of correlation and ANOVA were the statistical techniques employed.

Table 1: Correlation between Parental Involvement and Self-concept of Higher Secondary School Students

Variables	Coefficient of correlation	Significance level
Parental involvement	.831	.01
Self-concept		

The coefficient of correlation obtained between parental involvement and self-concept is significant at .01 level. This implies the substantial correlation between the two variables.

The students were classified in to three groups viz., groups having high, average and low parental involvement. From the mean M and standard deviation σ , those getting $M+\sigma$ were classified as a group having high parental involvement and those who having parental involvement score between $M+\sigma$ and $M-\sigma$ were classified as a group having average parental involvement and those getting below $M-\sigma$ were classified as group having low parental involvement. The high involvement group consisted of 18 students, the average parental involvement group consisted of 62 students and the low parental involvement group consisted of 20 students.

For comparing the self-concept of students in the high, average and low parental involvement groups were treated with the technique of Analysis of Variance (ANOVA). The details of the calculations are presented in Table 2

Table 2: Summary of ANOVA of Self-concept scores of Higher Secondary School Students in High, Average and Low Involvement Groups

Source of Variation	df	Sum of Squares	Mean Square	F value	Level of Significance
Among means	2	9941.87	4970.94	49.34	.01
Within groups	97	9769.13	100.71		
Total	99	19711.00			

From Table F, for $df=2/97$ $F=3.09$ at 0.05 level of significance
 $F=4.82$ at 0.01 level of significance

The obtained value of F is 49.34, which is greater than the critical ratio at 0.01 level of significance. Which means that F is significant at 0.01 level of significance. Hence it can be concluded that the self-concept of higher secondary school students differ significantly with the level of parental involvement.

To find out which of the pairs contribute to the significant difference, Scheffe's post hoc multiple comparison was carried out.

Table 3: Scheffe Post hoc Test for Multiple Comparison of Self-concept of Higher Secondary School Students Belonging to each of the Level of Parental Involvement

Parental Involvement	Mean Difference	Standard Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High-Low	32.56*	3.26	24.36	40.46
Low-Average	-14.32*	2.58	-40.46	-24.24
High-Average	18.04*	2.69	11.36	24.72

* The mean difference is significant at 0.05 level of significance

From Table 3 it can be seen that the high-low, high-average and low-average parental involvement groups differ significantly in their self-concepts. The mean scores of self-concept of the high parental involvement group is 109.56, average parental involvement group is 91.52 and low parental involvement group is 77.20. While comparing the mean scores of self-concept of the three groups, it is clear that the high parental involvement group has the high self-concept.

CONCLUSION:

The analysis of the data showed that there exists significant relation between the parental involvement and self-concept of higher secondary school students. The result of the ANOVA showed that the self-concept of higher secondary school students differ significantly with the level of parental involvement. The three parental involvement groups were found out by the formula $(M \pm \sigma)$. In order to find out which of the pairs contribute to the significant difference, Scheffe's post hoc multiple comparison was carried out and it was found that the high parental involvement had high self-concept.

DISCUSSION:

As the teen ages had many problems due to the specialities of their age, their allround development depends on the level of parental involvement. The parents have to involve in their children's day to day activities. The proper development of self-concept is needed for the bright future of their children. The formation of better self-concepts will surely help the children for better achievement of life goals because through self-concepts children develop the concepts about themselves which will open the right way to their life. If the children will not get enough support and understanding from their parents, they will surely create so many problems and thus the future may be spoiled. That is why the parents involve in all the matters, academic and non-academic effectively.

In order to develop a better parental involvement, the following suggestions can be given:

- Develop proper bonds with teen age children: for the proper understanding of the teen ages parents can establish open, honest communication with their teens. Show respect to their teen's point of view, show teen's how important they are to their parents and that parents love them unconditionally.
- Help teen ages to avoid risky behaviours by boosting their self-esteem: Tell the teen ages that parents appreciate their hard work and their accomplishments. Avoid harmful criticisms, and don't allow siblings to tease each other hurtfully. Help them to see the positive in themselves.
- To be highly involved in child's life: Spend one-on-one time with child, when children want to talk to parents give them undivided attention.
- Give guidance to select right choices: Set clear, realistic expectations for children's behavior and encourage them to live in accordance with the values.
- Make children feel good about saying no to drugs or alcohol

- Watch for signs that children need help
- Respect children's feelings and understand their challenges
- Influence children's behaviour by being a role model
- Establish a daily family routine
- Monitor out-of-school activities

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