



**IMPACT OF PARENT INVOLVEMENT ON SELF CONFIDENCE OF
SECONDARY, SCHOOL STUDENT
(A STUDY OF HIGH, AVERAGE AND LOW PARENT INVOLVEMENT GROUPS)**

Dr. Sanjay Kumar
Associate Professor
Dept. of Education
Meerut College, Meerut

ABSTRACT

A Extant research on parental involvement in education has been conducted largely without respect to which parent is involvement. The current study targeted population of secondary school in Meerut and sample size 400 student. The results indicate that different income group parent involvement impacts students self-confidence the current analysis suggest that self-confidence of the secondary school student in positively and significantly related to their parent involvement in can be said that parent involvement has position impact on the development of self-confidence of their children.

Keywords: *Parental Involvement, Self Confidence and Secondary School Student.*

INTRODUCTION

There are a variety of ways to think about the self. We develop and maintain our self-confidence through the process of taking action and then reflecting on what we have done and what others tell us about what we have done and what others tell us about what we have done. We reflect on what we have done and can do in comparison to our expectations and the expectations of others and to the characteristics and accomplishments of others. That is, self confidence is not innate, but is developed by the individual through interaction with the environment and reflecting on that interaction. Students generally strive for academic excellence. Success or failure in the academic arena can be either a good or bad experience for a student. Academic performance is in general the yardstick used to measure the personal success of an individual. Academic excellence in public examinations such as the PMR (Lower Secondary Assessment) for instance is the success indicator of a student. Excellent academic performance is the hope and pride of each and every student.

Excellent academic performance is the main target of every student and school. For excellent academic performance, a student ought to acquire an understanding and a grasp of the subject content. This process of acquiring a command and an understanding of the subject content does not depend on merely on memory work but on a level of self-confidence and the ability to interact effectively. A high level of self-confidence coupled with effective learning techniques with lead to excellent academic performance. Self-concept and interpersonal communication skills form the basis of self-confidence.

A student's confidence and the ability to express him and interact in the classroom are closely related to self-confidence. A student assess himself by the perception that the teachers

have of him. This perception is based on his ability to interact with others in the classroom. Teachers tend to give good assessment to students who interact well in the classroom. This in turn increases their self-confidence leading to a higher level of self-confidence.

PARENT INVOLVEMENT AT THE MIDDLE SCHOOL AND SECONDARY STUDENTS

There is a much higher incidence of parent involvement at the preschool level and in the primary grades than at the middle school or secondary level, and, consequently, the majority of research on parent involvement has been conducted with young children and their families. Indeed, just a few years ago, research on parent involvement in the H education of older students was too limited to permit drawing any conclusions about its effectiveness.

In recent years, however, more research has been conducted with middle school and secondary students and their families. This research shows that parent involvement remains very beneficial in promoting positive achievement and affective outcomes with these older students.

Researchers have identified various differences in the incidence and types of parent involvement as students move through the upper elementary and secondary grades. They point out that parents generally become less involved as their children grow older for many reasons: schools are bigger and farther from 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. For these reasons, the kinds of parent involvement engaged in by parents of younger children are no longer relevant or useful. The research on the effectiveness of parent involvement with older students, therefore, often focuses on different forms of participation—e.g., parents monitoring homework, helping students make post secondary plans and select courses which support these plans, parent-school agreements rewards for achievement and behavioural improvements—as well as some of the "standby" functions, such as regular home school communication about students' progress and parent attendance at school-sponsored activities.

Clearly, parent involvement is effective in fostering achievement and affective gains at all levels, and schools are encouraged to engage and maintain this involvement throughout the middle school and secondary years.

STATEMENT OF THE STUDY

Impact of Parent involvement on self-confidence of secondary school students: A study of higher average and low parent indolent group.

OPERATIONAL DEFINITION OF THE KEY TERMS:

Parent Involvement: The term "parent involvement" is used broadly in this report, It includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork-providing encouragement, arranging for appropriate study time and space, modeling desired behaviour (such as reading for pleasure), monitoring homework, and actively tutoring their children at home.

Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

Self confidence: Dictionary of education, Good (1973) defines "Self confidence as faith in one's own abilities. "New Websters Dictionary (2004) defines self confidence as "confidence

in oneself or on one's own unaided powers, judgement, etc." Thus, a self confident kind of person is a man who strikes us, very sure of himself, he is relatively unworried, is not hypersensitive and is usually in good spirits. Self-confident people trust their own abilities, have a general sense of control over their lives, and believe that, within reason, they will be able to do what they want to do.

OBJECTIVE OF THE STUDY

- To find out relationship between self confidence of Secondary School students and parent involvement.

HYPOTHESES OF THE STUDY

The following directional hypothesis were formulated and tested to achieve the objective of the present study:

- There exists significant relation between self confidence of Secondary Student and their parental involvement.

RESEARCH METHODOLOGY

The first task of investigation work to select appropriate research methodology. The decision about the method to be employed depends on the nature of the problem selected and the kind of data necessary for its solution. Descriptive survey method of research was used in executing the present study.

POPULATION

The population of the study of secondary school of Meerut district in U.P.

VARIABLE:

Independent variable- Parent involvement

dependent variable – self confidence

SAMPLE

400 Secondary School students from 10 Secondary Schools Meerut District taken as the sample of present study. Parents of the respective students were taken for measuring their involvement. Simple random sampling technique was adopted for selecting the data.

Sample Size

Meerut District		
Name of School	No. of School	No. of Students
Govt. Secondary School	05	200
Private Secondary School	05	200

TOOLS USED

- In order to major the self confidence of secondary school student the investigator used the standardized inventory by D.D. Pandey.
- In order to assess the involvement of parents the investigator used the standardized Scale on parent Involvement by Rita Chopra an Surabala Sahoo.

STATISTICAL TECHNIQUES USED

Pearson's product moment co-relation (r) was applied in order to find the relationship between variables.

't'- test was applied in order to find out the significance of difference between different groups.

DATA ANALYSIS AND INTERPRETATIONS

Result related to relationship between self-confidence and parent involvement:

In order to interpret the results the data were analysed with the help of correlation and 't' test. Correlation was calculated in order to see the relationship between self-confidence of students and parents involvement. Further critical ratio was calculated to find out the difference between the self-confidence of students belonging to high, average and low parent involvement group.

Relationship between Self-confidence of secondary school students and their Parent Involvement:

One of the major objectives of the current study was to investigate the relationship between the self-confidence of secondary school students and their parent involvement. For assessing the relationship Pearson's product moment correlation was applied, the data obtained for the same have been given vide the following tables.

Table 1
Co-efficient of correlation between Self-Confidence (B) and Parent Involvement (A)

Technique	Groups	B	A	Level of Significance
Product Moment Correlation	B	1.000	0.197	Significant at 0.01 level
	A	0.197	1.000	

Significance of difference between Self-confidence of secondary school students belonging to high, average and low Parent Involvement:

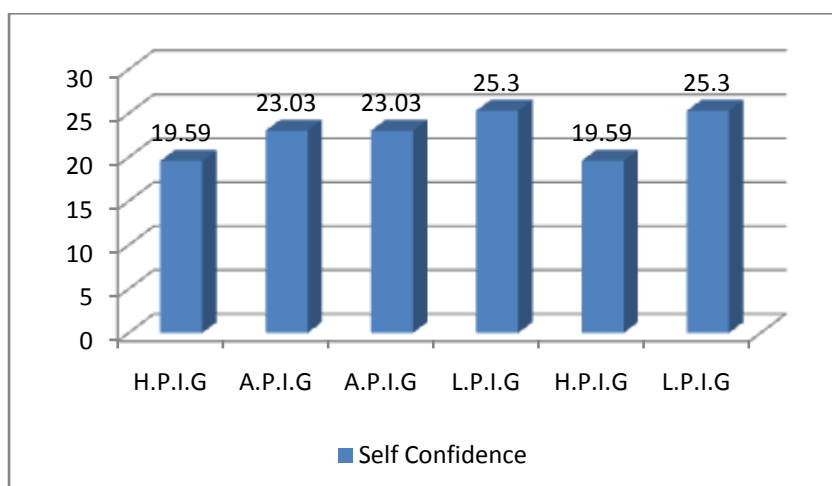
In order to assess the significance of difference between the self-confidence of students belonging to (1) high and average parent involvement group, (2) average and low parent involvement group and (3) high and low parent involvement group the critical ratio was calculated. The data for the same have been presented vide table-4.5.

Table 2
Significance of difference between Self-confidence of secondary school students belonging to high, average and low Parent Involvement:

Sr. No.	Variable	Group	N	Mean	S.D	SE _{DM}	t- value
1.	Self-confidence	High Parent Involvement group	92	19.59	7.07	1.47	2.34**
		Average Parent Involvement group	62	23.03	5.75		
2.	Self-confidence	Average Parent Involvement group	62	23.03	5.75	1.70	0.86
		Low Parent Involvement group	46	25.30	6.50		
3.	Self-confidence	High Parent Involvement group	92	19.59	7.07	1.71	3.34**
		Low Parent Involvement group	46	25.30	6.50		

Table No. 2 shows that the calculated 't' ratio 2.34 is more than the given table value at 0.05 level. It means that there exists significance of difference between the self-confidence of secondary school students belonging to high parent involvement group and average parent involvement group. Therefore the hypothesis which was formulated earlier i.e "There exists

significance of difference between the self-confidence of secondary school students belonging to high parent involvement group and average parent involvement group" is accepted.



Again table No- 2 shows that the calculated 't' ratio 0.86 is less than the given table value at 0.05 level. It means that there exists no significance of difference between the self-confidence of secondary school students belonging to average parent involvement group and low parent involvement group. The mean score of self-confidence of these two groups does not vary to a great extent. It shows that there is no much difference between the self-confidence of secondary school students belonging to average parent involvement group and low parent involvement group. Therefore the hypothesis which was formulated earlier i.e "There exists significance of difference between the self-confidence of secondary school students belonging to average parent involvement group and low parent involvement group" is rejected.

Further table No-2 depicts that the calculated t ratio 3.34 is more than the given table value at 0.01 level, it means that there exists significance of difference between the self-confidence of secondary school students belonging to high parent involvement group and low parent involvement group. Again the mean score of the self-confidence of the secondary school students belonging to high parent involvement group is less than the mean score of the self-confidence of students belonging to low parent involvement group, it shows that high parent involvement leads to high self-confidence of secondary school students. As per the manual of the test lower is the score better is the self-confidence. Therefore the earlier formulated hypothesis i.e "There exists significance of difference between the self-confidence of secondary school students belonging to high parent involvement group and low parent involvement group" is accepted.

FINDINGS

Findings related to self confidence and parent involvement:

There exists significant relationship between self-confidence of secondary school student and their parent involvement.

CONCLUSION

On the basis of the basis of analysis and interpretation of data it may be concluded from the results that self-confidence of the secondary school students is positively and significantly related to their parent involvement.

It can be said that parent involvement has positive impact on the development of self-confidence of their children. Further self-confidence of students belonging to high parent involvement group differs significantly from the self confidence of students belonging to

average and low parent involvement group. It means that parent involvement leads to develop the self-confidence of their children. Again self-confidence of students belonging to high parent involvement group differs significantly from the self-confidence of students belonging to average and low parent involvement group on the dimension of school involvement.

EDUCATIONAL IMPLICATIONS

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. The most outstanding characteristics of any research are that it must contribute something new to the development of the area concerned. So the investigator has to find out the educational implication of her study. The study has its implication for parents in particular and school authorities in general.

BIBLIOGRAPHY

- Annunziata, D., Hogue, A., Faw, L., & Liddle, H.A. (2006). Family functioning and school success in at-risk, inner-city adolescents. *Journal of Youth and Adolescence*, 35, 105-113
- Bakker, J., Denessen, E., & Brus-Laeven, M. (2007). Socio-economic background, parental involvement and teacher perception of these in relationship to pupil achievement. *Educational Studies*, 33, 177-192.
- Henderson, A. T., & Mapp, K. L. (2002) A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory. (ERIC Document Reproduction Service No. ED474521)
- Hong, S. & Ho, H. Z. (2005). Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across ethnic groups. *Journal of Educational Psychology*, 97, 32-42.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student achievement. *Urban Education*, 42, 82-110.
- Masa Durisic and Mila Bunijevac (2017) Parental involvement as a important factor for successful Education C.E.P.S. *Journal* vol. 07/N8.3/ P.P. 137-151
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 114 Stat. 1425 (2002). Retrieved February 26, 2009, from <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- Anne-Marrie (2013) "Impact of Parantal Support and coercive control on adolescents. Self stream and Psychological distress. *Journal of adolescence*. Vol. 36, pp 695-704.