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RESEARCH ARTICLE

SCHOLASTIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO SELF-CONCEPT AND PARENTAL ENCOURAGEMENT

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Abstract

This review investigated the degree to which the self-idea and parental support have the connection with scholastic accomplishment among auxiliary school understudies. The engaging overview research strategy was utilized for the review, the example comprised of 228 understudies were chosen by utilizing delineated arbitrary testing method. A self-idea scale created by Dr. Rastogi and Mukta Rani, and a three Dimensional Parental Behavioral Inventory planned by HardeoOjha on 2009 were utilized for information assortment. Additionally for scholastic accomplishment assessment characteristics of class ninth and tenth understudies acquired by them in yearly assessment of one past class were noted down from the school records. The finding of the review uncovered that: 1. there is a huge connection between the self-idea and scholarly accomplishment of male and female understudies; 2. there is no huge connection between the dad's consolation with scholastic accomplishment of female understudies; 3. there is huge connection between the dad's consolation with scholastic accomplishment of male understudies; 4. (There is huge connection between the moms consolation with scholastic accomplishment of both male and female understudies.

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Introduction:-

Presently a-days the world is turning out to be increasingly serious. Nature of execution has turned into the vital variable for individual advancement. Guardians that wish their youngsters move up in execution to as high in level as possible. This longing for an elevated degree of accomplishment comes down on educators and understudies, and in everyday the arrangement of schooling. Truth be told, maybe the entire arrangement of schooling rotates around the scholastic accomplishment of understudies, however different results are likewise anticipated from the framework. Consequently, a great deal of endeavors of the schools are utilized for assisting understudies with accomplishing better in their educational undertakings. The meaning of academic and scholarly accomplishment has raised significant inquiries for instructive scientists. What causes are there which advance accomplishment in understudies? How far do the various causes contribute towards scholastic accomplishment? School accomplishment might be impacted by various variables like review propensities, insight and mentalities of students towards school, financial status and various parts of their character and so on. In our general public scholarly accomplishment is considered as a critical guideline to pass judgment on one's complete limits and possibilities. Thus scholarly accomplishment has an exceptionally basic spot in schooling as well as in the growing experience. As Endlessly crow, 1969 characterized Academic accomplishment as the degree to which a student is benefitting from directions in the given area of learning for example accomplishment is reflected by the level to which expertise

and information has been bestowed to him. Scholarly accomplishment likewise demonstrates the information achieved and ability created in the school subject, for the most part assigned by test scores. Accomplishment is affected by the character, open doors, inspiration, preparing and schooling. Different elements which impact the scholastic accomplishment of understudy are self-idea, concentrate on propensity, parental consolation, financial status, insight and so forth. Self-idea is a significant trait and a vital aspect for grasping the way of behaving of individual kids (Goswamy, 1980). Self-idea creates and slowly arises (Gecas and Schwalbe, 1986). The kid's self-idea is generally the result of a kid's involvement with home (Patterson et al. 1983) and all the more broadly, it grows significantly during late youth, because of mental development the impact of the friend bunch and the advancement of abilities (Papalia, 1989). However the guardians establish the groundwork for social conduct it is the Peer bunch which empowers the youngster to create and rehearse the abilities of the organization and confusion, independence and freedom, authority and association (Asher and Coie, 1990). Self-idea assumes a huge part in the instructive cycle when a kid is acknowledged, endorsed, regarded and loved for what is one will have a chance to get a mentality of self-acknowledgment and regard for oneself. One will have the opportunity to wander forward into the school circumstance and utilize one's knowledge to its most extreme limit.

Table 1:- Showing the connection between self-idea and scholarly accomplishment of optional school male understudies.

Correlation between's Self-idea and Academic accomplishment of Secondary School Male Students	
Pearson Correlation	-.291
Significance (2-tailed)	.001
N	118

** Correlation is significant at the 0.05 level (2-tailed)

Table 2:- Showing the connection between self-idea and scholarly accomplishment of optional school female understudies.

Correlation between's Self-idea and Academic accomplishment of Secondary School Male Students	
Pearson Correlation	.241
Significance (2-tailed)	0.12
N	111

*Correlation is significant at the 0.05 level (2-tailed)

Table 3:- Showing the connection between father's consolation and scholastic accomplishment of optional school male understudies.

Correlation between Father's encouragement and Academic achievement of Secondary School Male Students	
Pearson Correlation	.779
Significance (2-tailed)	.000
N	118

**Correlation is significant at the 0.05 level (2-tailed)

A youngster with high scholastic accomplishment is probably going to be connected too acted and free and low achiever as unable and denied of business, which might prompt maladjustment among low achievers (Pooranchand and Tiwari, 1995). The term self-idea is a general term used to allude to somebody's opinion on themselves. The self idea is the way we think or see about and assess ourselves. To know about himself is to have an idea of himself

Table 4:- Showing the connection between father's consolation and scholastic accomplishment of optional school female understudies.

Correlation between Father's encouragement and Academic achievement of Secondary School Female Students	
Pearson Correlation	0.162
Significance (2-tailed)	.095
N	110

**Correlation is not significant at the 0.05 level (2-tailed)

Parental consolation to their kids is an exceptional happiness and obligation. The job of parent is sweeping to incorporate the job of instructor. Normally guardians and parental figures are a kid's most memorable educators. This job doesn't stop existing when kids enter school; truth be told, families assume a basic part in the training of their youngsters. Working with the school, guardians and parental figures can assist with making cooperative organizations that help all parts of a youngster's accomplishment at school. Expanded parental support in their youngster's schooling has numerous positive ramifications, including expanded accomplishment levels (Epstein, 1994). Specialists have generally perceived that guardians assume a critical part in their kids' schooling (e.g., Carter)

Table 5:- Showing the connection between mother's consolation and scholastic accomplishment of optional school male understudies.

Correlation between Mother's encouragement and Academic achievement of Secondary School male Students	
Pearson Correlation	0.568
Significance (2-tailed)	.000
N	118

**Correlation is significant at the 0.05 level (2-tailed)

Table 6:- Showing the connection between mother's consolation and scholastic accomplishment of optional school female understudies.

Correlation between Mother's encouragement and Academic achievement of Secondary School female Students	
Pearson Correlation	.241
Significance (2-tailed)	.011
N	110

**Correlation is significant at the 0.05 level (2-tailed)

Wojtkiewicz, 2000; Eccles, Jacobs, and Harold, 1990; Muller, 1998). A few scientists have recommended that parental impact on a kid's schooling reaches out past the early years into youthfulness (e.g., Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh, 1987; Feldman and Rosenthal, 1991). Muller found that parental help contributed emphatically to youths' scholastic results, for example, better grades and higher math test scores. Specialists have likewise found that scholarly help from guardians diminishes the probability of teenagers partner with degenerate companion gatherings (e.g., Durbin, Darling, Steinberg, and Brown, 1993) and exiting school (e.g., Teachman, Paasch, and Carver, 1996). Conversely, absence of parental help has been connected to youths participating in issue conduct (e.g., Lamborn, Mounts, Steinberg, and Dornbusch, 1991) and encountering pressure in parent-juvenile connections (e.g., Shek, 1998). Reason for the Study The motivation behind this review is to decide if (and how much) huge connections exist between Students' Academic Achievement comparable to Self-idea and Parental support of Secondary Schools. The review is significant for instructive overseers, educators and guardians to know the job of Self-idea and Parental support towards scholarly accomplishment among understudies. It will assist understudies with fostering their self idea, as we realize that self idea is significant for understudies to get training in an efficient way and for succeeding their advancement in schools. Parental consolation then again likewise functions as an impetus for working on the presentation of understudies, since guardians assumed a key part in advancing the progress of their kids in scholarly accomplishments.

Objectives:-

- 1.To what degree there is the connection between self idea and scholarly accomplishment of auxiliary school male understudies.
- 2.To what degree there is the connection between self idea and scholarly accomplishment of auxiliary school female understudies.
- 3.How much there is a connection between father's consolation and scholastic accomplishment of optional school male understudies.
- 4.How much there is a connection between father's consolation and scholarly accomplishment of optional school female understudies.
- 5.How much there is a connection between mother's consolation and scholarly accomplishment of optional school male understudies.

6. How much there is a connection between mother's consolation and scholarly accomplishment of optional school female understudies

Proclamation of Hypotheses

The review was directed by the accompanying six invalid speculations:

1. There is no critical connection between self-idea and scholarly accomplishment of auxiliary school male understudies.
2. There is no critical connection between self-idea and scholarly accomplishment of optional school female understudies.
3. There is no critical connection between father's consolation and scholastic accomplishment of auxiliary school male understudies
4. There is no critical connection between father's consolation and scholastic accomplishment of auxiliary school female understudies.
5. There is no critical connection between mother's consolation and scholastic accomplishment of auxiliary school male understudies.
6. There is no critical connection between mother's consolation and scholastic accomplishment of auxiliary school female understudies.

Sample

The example of the current examination was drawn from seven government and seven non-public schools of area Anantnag. The example contained 218 understudies (108 young ladies and 110 young men) and was drawn by delineated arbitrary testing method. For that the enlightening review strategy for research was utilized

Tool Used

For the assortment of information scientist utilized: A self idea scale created by Dr. Rastogi and Mukta Rani and a three Dimensional Parental Behavioral Inventory has been planned by Hardeo Ojha on 2009. In addition for scholastic accomplishment assessment signs of class ninth and tenth understudies got by them in yearly assessment of one past class were noted down from the school record.

Statistical Treatment

The information were exposed to factual treatment by utilizing Pearson's coefficient of connection.

Analysis and Interpretation

To accomplish the goals planned for the current review, the information gathered has been classified as under. The scrutiny of table

1 shows that there is a huge connection between the self-idea and scholastic accomplishment of optional school male understudies as the determined worth of importance is (.001). The worth of the coefficient of connection is (-.291) which shows that there is negative relationship between's self-idea and scholastic accomplishment of auxiliary school male understudies. Hence the speculation which peruses as, "there is no huge connection between self-idea and scholarly accomplishment of auxiliary school male understudies" is dismissed.

The scrutiny of table 2 shows that there is a huge connection between the self-idea and scholarly accomplishment of optional school female understudies as the determined worth of importance is (.011). The worth of the coefficient of relationship is (.240) which shows that there is a positive connection between's self-idea and scholarly accomplishment of optional school female understudies. Hence the speculation which peruses as, "there is no critical connection between self-idea and scholastic accomplishment of auxiliary school female understudies" is dismissed.

The examination of table 3 shows that there is a huge connection between the dad's consolation and scholarly accomplishment of optional school male understudies as the determined worth of importance is (.000). The worth of the coefficient of connection is (.778) which shows that there is a positive relationship between's father's support and scholarly accomplishment of optional school male understudies. Consequently the speculation which peruses as, "there is no critical connection between father's consolation and scholarly accomplishment of auxiliary school male understudies" is dismissed.

The scrutiny of table 4 shows that there is no huge connection between the dad's support and scholastic accomplishment of auxiliary school female understudies as the determined worth of importance is (.094). The worth

of the coefficient of relationship is (.161) which shows that there is a positive connection between's father's support and scholastic accomplishment of optional school female understudies. In this way the speculation which peruses as, "there is no huge connection between father's consolation and scholarly accomplishment of auxiliary school female understudies" is acknowledged.

The examination of table 5 shows that there is a huge connection between the mother's consolation and scholarly accomplishment of optional school male understudies as the determined worth of importance is (.000). The worth of the coefficient of connection is (.568) which shows that there is a positive relationship between's mom's support and scholarly accomplishment of optional school male understudies. Consequently the speculation which peruses as, "there is no huge connection between mother's consolation and scholastic accomplishment of auxiliary school male understudies" is dismissed.

The examination of table 6 shows that there is a huge connection between the mother's support and scholastic accomplishment of optional school female understudies as the determined worth of importance is (.011). The worth of the coefficient of connection is (.241) which shows that there is a positive relationship between's mom's support and scholastic accomplishment of optional school female understudies. Subsequently the speculation which peruses as, "there is no huge connection between mother's support and scholarly accomplishment of auxiliary school female understudies" is dismissed

Conclusion:-

It is subsequently reasoned that relationship examination uncovered that the chose free factors like self-idea and parental consolation had contributed towards scholastic accomplishment of auxiliary school understudies. In this way, the examination is clear and steady: family, guardians, and local area contribution in training affects both scholarly accomplishment as well as school improvement. Solid school-family-local area association encourages instructive yearnings and spurs the understudies. It is generally acknowledged that assuming understudies are to make the most of their true capacity from tutoring they will require the full help of their folks. It is guessed that guardians ought to assume a part not just in that frame of mind of their own youngsters' accomplishments however more extensively in school improvement and the democratization of school administration. Then again self idea among understudies likewise prompts better accomplishment in scholastics. Understudies ought to have areas of strength for a self idea to be self inspired and have a consistent self, to be spurred to learn. At the point when understudies have a high comprehension for themselves, they will get a high accomplishment in scholastics and they will turn out to be productive members of society. It is exceptionally fundamental for understudies to be steady and have every one of the positive attitudes since they are the ones who will shape the predetermination property and progress of the country. Everyone ought to assume a critical part in creating positive self idea among understudies. We are what we are as of now yet we will be what we need to be from now on.

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