

STUDY ON THE INFLUENCE OF ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS

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ABSTRACT

Self-esteem and parental support have a lot to do with how well students do in school, according to a new study. The descriptive survey research method was used in the study, and 228 students were chosen by using the stratified random sampling method. A self-concept scale made by Dr. Rastogi and Mukta Rani and a three Dimensional Parental Behavioural Inventory made by Hardeo Ojha in 2009 were used to get the data for this study. As a way to show how well students did academically, the exam scores of students in class 9th and 10th who took the annual exam of a previous class were written down in school records. (i) There is a link between the self-esteem of male and female students and their academic success; (ii) there is no link between the father's encouragement and the academic success of female students; (iii) there is a link between the father's encouragement and the academic success of male students; (iv) there is a link between the mother's encouragement and the academic success of male and female students.

Keywords: *Parental Behavior, Academic Success*

1. INTRODUCTION

The world is growing more and more competitive as time goes on. Individual growth has grown more dependent on the quality of one's performance. Parents who aspire to see their children ascend the ladder of achievement to the highest possible degree of achievement. As a result of this drive for high levels of accomplishment, instructors, students, and the whole educational system are placed under a great deal of pressure. As a matter of fact, it seems that the whole

educational system is centred on the academic accomplishment of students, despite the fact that a range of other results are anticipated of students from the system. In order to assist students in achieving higher levels of success in their academic endeavours, schools put in a significant amount of effort. The importance of scholastic and academic accomplishment has raised a number of key problems for educational experts to consider. What are the factors that influence pupils' ability to attain success? What is the extent to which the various factors contribute to academic achievement? A variety of elements, including study habits, intellect, and attitudes of learners toward school, socioeconomic situation, and other features of their personalities, among others, might have an impact on their academic performance. For many people in our culture, academic performance is believed to be the most important factor in determining a person's overall capabilities and potentialities. As a result, academic accomplishment plays an extremely important role in both education and the learning process.

Academic accomplishment, according to Crow and Crow (1969), is defined as the amount to which a student benefits from instructions in a certain field of learning, i.e., achievement is indicated by the level to which a learner has received instruction in a particular area of learning. Academic accomplishment also refers to the amount of information and competence that a student has gained in a particular subject area, which is often measured by test results.

Personality, opportunity, desire, training, and education all have a role in determining one's level of success. Apart from these, additional elements that impact a student's academic performance include his or her self-concept, study habits, parental encouragement, socioeconomic situation, and IQ.

The ability to have a positive self-concept is vital, and it is essential to understanding the behaviour of individual children (Goswamy, 1980). The development of one's own self-concept is a gradual process (Gecasand Schwalbe, 1986). The formation of a child's self-concept is heavily influenced by his or her experiences at home (Patterson et al. 1983), and it grows

significantly throughout late childhood as a consequence of cognitive growth, the impact of the peer group, and the development of skills (Papalia, 1989).

The peer group, not the parents, is the vehicle through which a kid may learn and practise the abilities of corporation and intricacy, autonomy and independence, leadership and fellowship that are necessary for successful social behaviour (Asher and Coie, 1990). When a kid is accepted, approved, respected, and loved for who and what he or she is, he or she has a better chance of developing an attitude of self-acceptance and regard for oneself, which is critical in the educational process. A person will be given the freedom to go out into the educational environment and apply his or her intellect to the fullest extent possible.

Table 1: Showing the relationship between self-concept and academic achievement of secondary school male students

Correlation between Self-concept and Academic achievement 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 relationship between self-concept and academic achievement of secondary school female students

Correlation between Self-concept and Academic achievement of Secondary School Female Students	
Pearson Correlation	.240**
Significance (2-tailed)	.011
N	110

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

Table 3: Showing the relationship between father's encouragement and academic achievement of secondary school male students

Correlation between Father's encouragement and Academic achievement of Secondary School Male Students	
Pearson Correlation	.778**
Significance (2-tailed)	.000
N	118

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

A kid with high academic success is more likely to be described as well behaved and autonomous, while a youngster with poor academic achievement is more likely to be described as incompetent and denied of employment, which may result in maladjustment among low achievers in later life (Pooranchand and Tiwari, 1995). The phrase "self-concept" is a generic term that refers to how someone perceives themselves and their abilities. The self idea is our way of thinking about, seeing, and evaluating ourselves and others. To be conscious of one's own existence is to have a conception of one's own existence.

Table 4: Showing the relationship between father's encouragement and academic achievement of secondary school female students

Correlation between Father's encouragement and Academic achievement of Secondary School Female Students	
Pearson Correlation	.161**
Significance (2-tailed)	.094
N	110

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

A parent's job and joy is to tell their kids how much they mean to them. The role of a parent is so big that it also includes the role of a teacher. Parents and caregivers are usually the first people to teach a child. If a child goes to school, their parents still play a big part in their education, and this role does not end when the child goes to school.

Table 5 Showing the relationship between mother's encouragement and academic achievement of secondary school male students

Correlation between Mother's encouragement and Academic achievement of Secondary School male Students	
Pearson Correlation	.568**
Significance (2-tailed)	.000
N	118

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

Table 6 Showing the relationship between mother's encouragement and academic achievement of secondary school female students

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)

Working together with the school, parents, and caregivers can help build collaborative partnerships that support all aspects of a child's success at school, like how well he or she does in class. Increased parental involvement in their child's education has a lot of positive effects, including better grades (Epstein, 1994). Researchers agree that parents play a big role in their children's education (e.g., Carter & Wojtkiewicz, 2000; Eccles, Jacobs, & Harold, 1990; Muller, 1998). Some researchers think that parents have an impact on their child's education that goes beyond the early years and into their teen years (e.g., Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Feldman & Rosenthal, 1991). Muller found that support from parents led to better grades and better scores on math tests for adolescents. Durbin, Darling, Steinberg, and

Brown, for example, found that when parents help their kids with schoolwork, their kids are less likely to join deviant groups and stop going to school (e.g., Teachman, Paasch, & Carver, 1996). Lamborn, Mounts, Steinberg, and Dornbusch, for example, found that adolescents who didn't have a lot of support from their parents were more likely to do bad things and have a hard time with their parents (e.g., Shek, 1998).

2. PURPOSE OF THE STUDY

The goal of this study is to find out if (and how much) there are connections between students' academic success and their self-concept and their parents' support of secondary schools. The study is important for educational administrators, teachers, and parents to know how students' self-concept and parental support affect their academic success, so they can help them help their students do better. We know that self-esteem is important for students to get an education in a systematic way and to do well in school. This will help students build their own self-esteem. Parental encouragement, on the other hand, can help students improve their grades because parents played a big role in their kids' success in school.

3. OBJECTIVES OF THE STUDY

The major objectives of the study are as follows:

1. There is a link between secondary school male students' self-conceptions and their academic success, but how strong is it?
2. How much of a link there is between secondary school female students' self-esteem and their academic success.
3. To what extent is there a link between the encouragement of a father and the academic success of secondary school male students?
4. To what extent is there a link between the encouragement of a father and the academic success of female students in high school?

4. HYPOTHESIS OF STATEMENT

1. There is no significant relationship between self-concept and academic achievement of secondary school male students.
2. There is no significant relationship between self-concept and academic achievement of secondary school female students.
3. There is no significant relationship between father's encouragement and academic achievement of secondary school male students.
4. There is no significant relationship between father's encouragement and academic achievement of secondary school female students.
5. There is no significant relationship between mother's encouragement and academic achievement of secondary school male students.
6. There is no significant relationship between mother's encouragement and academic achievement of secondary school female students.

5. MATERIALS AND METHODS

SAMPLE

The sample for this study came from seven government and seven private schools in the district of Anantnag, which is where the study took place. The sample was made up of 218 students, 108 girls and 110 boys. It was drawn by a method called stratified random sampling. For that reason, the descriptive survey method was used in the study.

The tools used

The researcher used these things to get the data: This is how it works: Dr. Rastogi and Mukta Rani came up with a self-concept scale. Hardeo Ojha came up with a three Dimensional Parental Behaviour Inventory in 2009. As a way to show how good they were at school, the exam scores of students in class 9th and 10th were written down from their school record. Pearson's coefficient of correlation was used to do some statistical analysis on the data.

6. ANALYSIS AND INTERPRETATION

In order to reach the goals set out in this study, the data collected has been arranged in the following way. Table 1 shows that secondary school male students who have a good self-image and do well in school have a strong connection. The calculated value of significance shows that this is the case (.001). Secondary school male students who have a low self-esteem are less likely to do well in school than those who have a high self-esteem and do well in school. In other words, the hypothesis that says, "there is no relationship between self-concept and academic achievement of secondary school male students" is not true. Table 2 shows that there is a link between the self-concept of female secondary school students and their academic success, because the calculated value of significance is 0. (.011). The value of the coefficient of correlation is (.240), which means that secondary school female students who have a positive self-image and do well in school are more likely to do well in school. Thus, the hypothesis that says, "there is no connection between secondary school female students' self-concept and their academic success is not true" is thrown out. A look at table 3 shows that there is a link between the father's encouragement of secondary school male students and their academic success, because the calculated value of significance is a 3. (.000). Value of coefficient of correlation: .778, which means secondary school male students who are encouraged by their fathers are more likely to do well in school. In this case, the hypothesis that says "there is no connection between father's encouragement and the academic success of secondary school male students" is not true. When you look at table 4, you can see that there is no link between the academic success of secondary school female students and their fathers' encouragement. The calculated value of significance is zero (.094). Fathers who encourage their daughters to do well in school have a positive effect on their grades in high school. "There is no significant link between the academic success of secondary school female students and the encouragement they get from their fathers." When you look at table 5, it shows that there is a link between the mother's encouragement and the academic success of secondary school male students. The calculated value of significance is (.000). Mothers who encourage their sons to do well in school have a positive effect on their

sons' grades in high school. In other words, the hypothesis that says, "there is no connection between the academic success of secondary school male students and the encouragement their mothers give them" is thrown out. Table 6 shows that there is a link between the mother's encouragement and the academic success of female students who go to secondary school. The calculated value of significance shows that there is a link (.011). The value of the coefficient of correlation is (.241), which means that there is a link between the academic success of female students in secondary school who are encouraged by their mothers and their success in school. In other words, the hypothesis that says "there is no connection between the academic success of secondary school female students and the encouragement their mothers give them" is rejected.

7. CONCLUSION

So, it can be said that the results of the correlation analysis show that factors like self-esteem and parental support played a role in the academic success of secondary school students. Family and community involvement in education has an impact on both academic achievement as well as the quality of schools. A strong school-family-community relationship helps students set goals for their education and stay motivated. It is widely agreed that if students want to get the most out of school, they need the full support of their parents. A lot of people think that parents will play a big role in their kids' schools and how they run them. On the other hand, having a good sense of self also helps students do better in school. The way students think about themselves is very important for them to be self-motivated and have a strong sense of who they are, so they can be motivated to learn. When students have a good sense of who they are, they will do well in school and become good people. It is very important for students to be stable and have all the good feelings because they are the ones who are going to shape the future of the country. Everyone should play a big part in making sure that students have a positive self-image. We are who we are now, but we will become what we want to be in the future.

8. REFERENCES

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