

The Effect Of Teachers' And Parental Acceptance And Caring Effects In Academic Achievement

Dr. Saru Joshi

Associate Professor, Department of Education,
University of Science and Technology, Meghalaya, India

Abstract: In the present study an attempt was made to investigate the relation effects of Acceptance and Caring dimensions of home environment and the School environment and the academic achievement of class X students in the Ri Bhoi District of Meghalaya. The study was carried with the 472 samples selected randomly from the schools by using the standardized tools Family Environment Scale (FES) by Dr. Harpreet Bahtia and Dr. N. K Chadha. (1993) to collect the data. To measure effectiveness of Teachers' and Parents' Acceptance and Caring dimension of home environment and School Environment, Pearson's co-efficient of correlation test was used. The present study shows that there exists a significant relationship between the two dimensions of home environment at .01 levels. It is therefore recommended that at home and School Children should be provided with Acceptance and Caring.

I. INTRODUCTION

In spite of all efforts there have been high incidences of failure in schools at different levels. What may be the causes of children's failure in schools? Do they fail due to less interest in studies? Do they fail due to poor school environment? Do they fail due to low general mental ability? These are some of the questions which need to be answered. The problem of academic achievement has gained new proportion in the present time because there are many factors which are responsible for poor academic achievement of the students. The problem of deteriorating standard has forced educationists to thoroughly probe the student's academic achievement in schools. By studying this factor of academic achievement, the causes of high and low achievement of the school going children may be traced.

The school can play a significant role in promoting achievement of the children. A good school provides an atmosphere in which each is respected as an individual, and congenial for the academic achievement. It provides a curriculum enriched by activities of various types that meet the needs and interests of the pupil's. Such a school is a positive factor in the achievement of children. Specifically speaking the following factor is directly related to the achievement of the students in a school - over dominating

attitude of teachers. partial attitude of teachers, failure in schools, type of curriculum, lack of facilities in school, system of examination, employment insecurity, un-psychological handling by the teachers, lack of teachers' inspiration.

Parents and Teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student's achievement. Aishwarya Raj Lakshmi and Meenakshi Arora; (2006) Henry.M.Codjoe. (2007) found that parental acceptance and encouragement were positively related with academic school success and academic competence. Acceptance in school implies "a measure of teacher's unconditional love, recognizing that students have the right to express feelings, to uniqueness, and to be autonomous individuals. Teachers accept the feelings of students in a non- threatening manner." Acceptance and caring at home refers to the extent to which the members are unconditionally accepted and the degree to which caring is expressed in the family. Present study deals to find out how acceptance and caring in school and at home helps in influencing the academic achievement. A study of this nature would definitely help parents, teachers and educationists in further understanding the mental make-up of the students in connection with their academic achievement.

OBJECTIVES OF THE STUDY

- ✓ To study the effect of parental acceptance at home as perceived by the class X students
- ✓ To study the effect of teachers acceptance in school as perceived by class X students
- ✓ To suggests measures to improve the quality of home and school environment.

II. DESIGN OF THE STUDY

A brief presentation of the methodology used is given below:

POPULATION: All the students studying in class X in the secondary schools situated in Ri-Bhoi District will constitute the population of the study. The Ri-Bhoi District has the total of 52 secondary schools. The total enrolments at class X level in these schools are approximately 1300 in the year 2007.

SAMPLE: The sample for the present study was consist of 472 students studying in class X which will be selected randomly by giving fair representation to all types of schools.

TOOLS USED

- The following tools were used for the present study:
- ✓ School Environment Inventory (SEI) by Dr. Karuna Shanka Mishra. (1983).
 - ✓ Family Environment Scale (FES) by Dr. Harpreet Bahtia and Dr. N. K Chadha.(1993).

DATA COLLECTION

The investigator visited the schools under study and sought the permission from the heads of the institutions under study and tests were administered to the class X students. While administering the tests, instructions were read out by investigator and illustrative examples were explained to the students. When required. It was made sure that all the students had understood the instruction fully regarding the answering of the tests and then they were asked to respond the tests. Both the tests were administered concurrently after short break in between.

The marks obtained by the students in their previous examination (i.e. SSLC) conducted by Meghalaya Board of School Education were used as data for academic achievement.

FINDINGS

EFFECT OF PARENTAL ACCEPTANCE AND CARING ON THE ACADEMIC ACHIEVEMENT OF CLASS X STUDENTS

To study the effect of acceptance and caring dimension of home environment on the academic achievement of class X students, the following null hypotheses was formulated

HYPOTHESES: "There is no significant difference in student's achievement among high, average and low

groups of acceptance and caring dimension of home environment".

To test this hypothesis, the t values were calculated for each pair of groups belonging to acceptance and caring dimension which is shown below in the table

Showing the Mean Differences in Student's Achievement among High, Average and Low Groups of Acceptance and Caring Dimension of Home Environment.

Group Level	N	M	SD	df	(D)	t value	Significance Level	
Avg ACC	229	49.32	11.50	470	5.75	1.038	5.53	.01
Low ACC	243	43.57	11.07					
Low ACC	243	43.57	11.07					

Table 1

The table above shows that:

For the average and low acceptance and caring groups, the null hypothesis is rejected and research hypothesis is accepted. This indicates that there is a significant difference in students' achievement between average and low acceptance and caring groups. As this difference is in favour of average acceptance and caring group, it reveals that the students belonging to average acceptance and caring group achieve more as compared to the students belonging to low acceptance and caring group. It shows that there is a favourable effect of group acceptance and caring on student's achievement in favour of average acceptance and caring group.

EFFECT OF TEACHERS ACCEPTANCE AND CARING ON THE ACADEMIC ACHIEVEMENT OF CLASS X STUDENTS

To study the effect of acceptance and caring dimension of school environment on the academic achievement of class X students, the following null hypotheses was formulated.

HYPOTHESES: "There is no significant difference in student's achievement among high, average and low groups of acceptance and caring dimension of school environment".

To test this hypothesis, the t values were calculated for each pair of groups belonging to acceptance and caring dimension which is shown below in the table.

Showing the Mean Differences in Student's Achievement among High, Average and Low Groups of Acceptance and Caring Dimension of School Environment.

Group Level	N	M	SD	df	(D)	orD	T value	Significance level
High ACC	236	48.00	10.83	424	2.8	1.11	2.50	.01
Avg ACC	190	45.20	12.23					
High ACC	236	48.00	10.83	280	4.8	1.79	2.68	.01
Low ACC	46	43.20	12.45					
Avg ACC	190	45.22	12.23	234	2.02	2.01	1.00	NS *
Low ACC	46	43.20	12.45					

* Not Significant.

Table 2

The table above shows that:

- ✓ For the high and average acceptance and caring groups, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is a significant difference in students' achievement between high and average acceptance and caring group. As this difference is in favour of high acceptance and caring group, it reveals that the student's belonging to high acceptance and caring group achieve more as compared to the average acceptance and caring group. It shows that there is a favourable effect of group acceptance and caring on students' achievement in favour of high acceptance and caring group.
- ✓ For the high and low acceptance and caring groups, the null hypothesis is rejected and research hypothesis is accepted. This indicates that there is a significant difference in students' achievement between high and low acceptance and caring groups. As this difference is in favour of high acceptance group, it reveals that the student's belonging to high acceptance and caring group achieve more as compared to the students belonging to low- acceptance and caring group. It shows that there is a favourable effect of group acceptance and caring on students' achievement in favour of high caring group.
- ✓ For the average and low acceptance and caring groups, the null hypothesis is accepted and research hypothesis is rejected. This indicates that there is no significant difference in students' achievement between average and low acceptance and caring groups. It shows that there is no effect of degree of acceptance and caring on students' achievement when the students' achievement of average and low acceptance and caring groups are compared.

III. CONCLUSIONS AND SUGGESTIONS

Family members at home should unconditionally accept their children and should express the feelings of caring for them. Thus, the higher is the acceptance and caring at home: higher will be the academic achievement. It is therefore recommended that family members at home should unconditionally accept their children and should express the

feelings of caring for them. Teacher who accept the feelings of students in a non threatening manner are likely to achieve more and perform better in school. Thus, more is the nature of acceptance in school; the higher will be the academic achievement. It is therefore recommended that teachers in school should provide unconditional love, accept them with their unique needs and

Interests, give them right to express their feelings and accept their feelings in a non threatening manner.

The present study suggests that the parental acceptance and acceptance from teachers influence pupil's academic achievement. Therefore it becomes necessary that this dimension of school and home environment should be improved to enhance the academic achievement of the school children.

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