

**A CORRELATIONAL STUDY OF SELF ESTEEM AND PARENTAL
INVOLVEMENT IN ACTIVITIES OF SCHOOL STUDENTS**

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF MUMBAI IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE
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BY

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MAY 2022

CERTIFICATE

This is to certify that the dissertation entitled "**A Correlational Study of Self Esteem and Parental Involvement in Activities of School Students**" submitted to the University of Mumbai for the Master's Degree in Education is the original work of Ms. Nazneen Yasmin Shaikh carried out under my guidance and is worthy of examination.

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DECLARATION BY THE CANDIDATE

I, Nazneen Yasmin do hereby declare that the M.Ed dissertation titled "**A Correlational Study of Self Esteem and Parental Involvement in Activities of School Students**" submitted to the University of Mumbai, Kalina is an original work carried out by me and no part or the whole of this work has been submitted to this or any other university or institution for award of any other degree or diploma.

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CHAPTER-1

CHAPTER-1

INTRODUCTION

1.1 Introduction:

"The idea of belongings and membership, being part of community, is a basic human need. It's one of the principles of our democratic society. We all have the same needs, we want to be loved, we want to have friends, and we want to feel that we are making contributions in our families, in our communities. We learn about understanding, what someone's interests and point of view are by interacting with them. To include everyone is to open up those possibilities for learning and appreciating our humanity.¹"

-Dr. Joseph Petner, Educator

Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educated with his creator as the final end.

Beginning of Education:

² Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. It was born with the birth of human race, so it will continue to function as long as the human race lives. The boundaries of education are as wide as those of life. Its implications are rich and varied. In its derivative sense, term education may be understood as 'educare' or 'educere'. 'Educare' is a Latin word and it means 'to nourish', 'to bring up' and 'to rise'. This means, educating a child means nourishing or bringing up the child according to certain ends and aims.

Role of Education:

Main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy as well as to integrate people into society and teach them values and morals of society. Role of education is means of socializing individuals and to keep society smoothing and remain stable.

The proper definition of education is the process of becoming an educated person. Being an educated person means you have access to optimal states of mind regardless of the situation you are in. You are able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations. There are multifarious factors that influences the mind set of an individual and one such factor is the parenting.

It is an important tool which is very useful in everybody's life. Education is what differentiates us from other living beings on earth. It makes man the smartest creature on earth. It empowers humans and gets them ready to face challenges of life efficiently.

Education builds the spirit of teamwork and creates a sense of discipline in children, which helps in their growth as well as the growth and development of the nation in their future. Education teaches and molds a child in their communication and helps them to work as a team.

An educated child understands the benefit of teamwork and reflects the conduct throughout their life. They learn the rewards and the perks of disciplined life and the pathway to achieving success and aspirations. Education plays a pivotal role in shaping and developing the emotional and mental strength of a child, preparing him/her to face any obstacles that block their path of success.

Edification under the guidance of parents and teachers will help children become more tough and secure in life, and provide them with enough strength to fight back at the challenges.

Education is a continuous process of learning that instils confidence among the children. A child's exposure to the school environment develops many abilities and confidence happens to one of them. They explore new things, analyze in their perspective and reach the state of asking doubts.

They also experience and learn various extra-curricular activities such as drawing, art class, painting, dancing, etc. These activities instill confidence in children and aid them to become ready for the future.

Education For Our Life:

It helps people become better citizens, get a better-paid job, shows the difference between good and bad. Education shows us the importance of hard work and, at the same time, helps us grow and develop. Thus, we are able to shape a better society to live in by knowing and respecting rights, laws, and regulations.

Education is a major aspect of development of any modern society. It brings awareness in people and keeps them away from superstitious beliefs. It provides best possible settlement not only in India but also in many western countries. Education will direct the person to move in right path at all times in life. A highly educated person can always manage things independently. An educated person can lead his life with many comfort. Education makes students physically and mentally strong. This is the best investment for the people because well educated people have more opportunities to get a job which gives them satisfaction. An educated person will be always respected in any part of the world and his talent will be rewarded and rewarded. Education also makes the person positive. Sometimes people scarify their enjoyment and work hard day and night, because they realize that education is their passport for the further. Literacy rate depend on education. All the advancement in technology is due to education. Education promotes knowledge and understanding in rural communities. In life if education is there with us, there is everything in life. It is best source to raise the economy.³

It forms character, strengthens minds and makes us independent beings. It helps us exercise our intelligence and put our potential to optimal use. By championing the importance of good education, we open doors to a better world. You learn how to stand out in a crowd and articulate your visions clearly.

1.2 Conceptual Framework

Education and Parental Involvement:

Parental involvement includes a wide range of behaviors but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning.

Parental Involvement

Parental involvement refers to a situation in which parents are directly involved in their children's education, they involve themselves and are involved by the school and teachers in their children's learning process, and they fulfill their duties as parents by ensuring that the learner is assisted in the process of learning to the greatest extent possible. It does not only refer to parents inquiring about a learner's performance in school, but also to them taking an active role in communicating with their children with the goal of developing a healthy relationship with them, so that the process of encouraging, mentoring, leading, and inspiring can be genuine (Clinton & Hattie, 2013:324).

Parenting Styles

Parenting styles is defined as a universal climate in which family's functions and in which child rearing behavior of parents or other primary caregivers involve. The term parenting style refers to behaviors and strategies used by parents to control and socialize their children. Dimensions of parenting styles: There are two parenting dimensions which are demandingness and responsiveness. Responsiveness is the extent to which parents respond to and fulfill the needs of their children and demandingness corresponds to the degree to which parents try to control their children performance and the level to which parents expect mature and responsible behavior from their children.

1. Authoritative Parenting - High Demandingness. High Responsiveness.

Authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussions, providing guidance, and using reasoning.

Authoritative parents are affectionate and supportive. They respect their children's autonomy, provide them with a lot of freedom and encourage independence. They also allow bidirectional communication. This style of parenting is also known as the democratic parenting style.

2. Authoritarian Parenting - High Demandingness. Low Responsiveness.

High levels of parental control and low levels of parental responsiveness are the two characteristics of the authoritarian style. They only allow one-way communication through strict rules and orders. Any attempts to reason with them are seen as backtalk. These parents use stern discipline and often employ harsh punishment. Authoritarian parents are unresponsive to their child's needs and are generally not nurturing. They usually justify using mean treatment to toughen up their kids.

3. Permissive Parenting (Indulgent) - Low Demandingness. High Responsiveness

Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These indulgent parents are warm and indulgent but they do not like to say no or disappoint their children.

4. Neglectful Parenting (Uninvolved) - Low Demandingness. Low Responsiveness.

Neglectful parents do not set firm boundaries or high standards. They are indifferent to their children's needs and uninvolved in their lives. These uninvolved parents may have mental issues themselves such as depression, physical abuse, or child neglect when they were kids.

How The Parental Involvement Determines Self-Esteem and Confidence:

Students' self-esteem and parental engagement in their extracurricular activities are concerned with how to improve or develop the student's achievement. When a kid has a high sense of self-worth and parental participation, it is possible to influence and grow the student's attitude toward co-curricular activities. Additionally, parental participation has an impact on the student's self-esteem, which is one of the elements that can influence a student's performance. Self-esteem is one of the aspects that might influence a student's performance. It has been determined that having a positive self-image can lead to better levels of competent performance.

Self Esteem

Self-esteem refers to our favorable or negative views of ourselves, as well as how we feel about ourselves. Self-consciousness is also directly related to one's self-esteem. Self-esteem is the overall opinion of yourself — how you feel about your abilities and limitations. When you have healthy self-esteem, you feel good about yourself and see yourself as deserving the respect of others. When you have low self-esteem, you put little value on your opinions and ideas.

Self-esteem and **self-confidence** overlap, but they are different. Self-esteem refers to whether you appreciate and value yourself. Your self-esteem develops and changes as a result of your life experiences and interactions with other people. Self-confidence is your belief in yourself and your abilities. Self-esteem refers to the judgments and evaluations we make about our self- concept. While **self-concept** is a broad description of the self, self-esteem is a more specifically an evaluation of the self.

Judgment that individual make about his own worth and the feelings connected with those judgment is the definition of self-esteem. The general term self-esteem is defined as one's assessment of their own self-worth. This general definition can be called one's global self-esteem, considering all internal and external factors. Internal factors refer to emotions, genetic makeup and personality traits, while external factors refer to specific events, family, career etc.

Parental consistency being consistent in the treatment of one's children. enhances self-esteem because it reinforces the value of the child to the parent. Empowering children confident, capable individuals who believe they can achieve

generally have positive self-esteem. Parents can empower children by fostering responsibility for their feelings and actions.

Modeling children imitate what they see. Parents who face life's challenges honestly and directly expose their children to examples of problem-solving strategies which can enhance self-esteem. Low self-esteem is a thinking disorder in which an individual views him/herself as inadequate, unworthy, unlovable, and/or incompetent. Once formed, this negative view of self permeates every thought, producing faulty assumptions and ongoing self-defeating behavior

Impact of Parental Involvement on Self-esteem of the Students

Self-esteem is a feeling of having respect and abilities. While parental involvement is the amount of participation of a parent when it comes to schooling and child's life. Those parents who motivate their child can lead to have a higher self-esteem. The study reveals that having a higher self-esteem and having parental involvement helps to mold and to attain higher academic performance by the students in school.

Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events.

Activities of School Children:

When analyzing parental participation, students' self-esteem, and other essential elements connected to the growth and development of children, it is crucial to include the activities of school children during and after school. These activities may be tied to the children's interests and what they have been required to perform from a young age. The function of schoolchildren's homework and other activities must be viewed within the context of their greater developmental demands. The after-school experiences of children vary, ranging from "latchkey" youngsters who lack supervision and structure to overextended children who participate in several extracurricular activities and have

little time for unstructured play. The study on the effect of after-school activities, including homework programs, on academic achievement and suggestions for best practices for children with varying resources, talents, and interests has been extensive and diverse, and the findings must constantly be considered. It is advised that homework be balanced with other areas of a child's home life in order to create favorable developmental results. Activities of school children after school are an important parameter to look at when studying parental involvement, students' self-esteem and other related important factors in the children's growth and development. These activities can be linked and associated with the children's interests and what they've been made to do since an early age. The role of homework and other activities of school children needs to be considered within the context of the broader developmental needs of children. The research on the impact of after-school activities including homework programs on school performance and make recommendations with regard to best practices for children who differ in their resources, abilities, and interests has been broad and varied and always produces results that need to be taken into consideration. Balancing homework with other aspects of the child's home life to promote positive developmental outcomes is recommended.

Homework Assistance and Tutoring:

Structured after-school activities have been linked to improved academic achievement. Jordan and Nettles (2000) discovered that student participation in structured activities, religious activities, and time with adults during an academic year had a significant positive impact on educational outcomes for those same students in later grades after analyzing data from the National Educational Longitudinal Study of 1988. The researchers provide a model that shows that, in addition to student characteristics and elements inherent in the school setting, the investments kids make in themselves and their community during their free time impact their involvement in education and, as a result, their success in school. It is vital to highlight that the study's extracurricular activities were wide in scope and did not expressly address homework support programs.

Half of whom took part in an after-school program that included homework help, tutoring, and cultural enrichment activities. They discovered that after one year, children in the program maintained their original levels of school bonding and teacher

assessments of student conduct, but a matched cohort of students who did not engage in the program decreased on these measures during the same time period.

In summary, most of the evaluated after-school programs that addressed academic needs were designed to serve at-risk youth. These programs served a protective role by helping students maintain their academic standing while some of their peers began to fail. Further, these programs were typically broad-based, designed to promote self-esteem and enhance school bonding and motivation.

After School Activities:

Parental involvement with homework and engagement in their child's education are related to higher academic performance, better social skills and behavior, and increased self-confidence. Parents helping with homework allows more time to expand upon subjects or skills since learning can be accelerated in the classroom. One caveat is that school-based activities tend to be more associated with school connectedness than are community-based activities or employment. Further, there is a curvilinear relationship between extracurricular activities, such that levels of outside activity can be too high to allow students to also focus on their schoolwork.

Researchers found that children who **spent more time with their grandparents** were at a decreased risk for having emotional and behavioral issues, and were far better off in terms of their emotional intelligence, compared to children who did not have grandparents involved in their lives. On average, kids who are spending time with family, tend to do better in school. They learn communication skills and the importance of education. When needed, assisting with assignments or new concepts reinforces the fact that their success is important to you.

Students **involved in household chores** learn responsibility and gain important life skills that will serve them well throughout their lives. Kids feel competent when they do their chores. Whether they're making their bed or they're sweeping the floor, helping out around the house gives them a sense of accomplishment.

Having a hobby that we enjoy brings us joy and enriches students' lives. It gives them something fun to do during our leisure time and affords us the opportunity

to learn new skills. Students are very fortunate to have so many different options out there today. In fact, there are entire websites devoted to hobbies and interests. Hobby brings joy and enriches student's lives. It gives us something fun to do during our leisure time and affords us the opportunity to learn new skills.

Involvement with peers makes them feel connected in a community. Befriending with **neighbors** is also a practical choice. If you encounter an emergency, it's nice to know someone in the vicinity you can go to for help. This saves you time, which can be crucial in life-threatening situations. That establishes a sense of security.

School Activities:

Student activities support the goal of teaching students to be responsible and give them opportunities that develop character, critical thinking, problem-solving, team building, and leadership skills. Research has shown a strong relationship between participation in student activities and academic achievement.

Academic activities mean having to do with learning, study, research and intellectual discipline. It is academic if it involves exercising the rational faculty in unravelling or acquiring some knowledge, skill or attitude often but not always in an institution devoted to pursuing elevation of the human intellect. Student activities are student-focused extracurricular clubs and programs offered at a college or university. Student activities are generally designed to allow students to become more involved on campus. Often, such activities provide the students with opportunities to develop leadership, social responsibility, citizenship, volunteerism, and employment experience. Academic student activities refer to clubs and programs specifically focused on helping a student in the academic sense. These can be major-based, area of study-based clubs, or programs and events designed to educate students in any scholarly subject matter.

Extracurricular activities are defined as those school-based activities that are not tied to the curriculum. We know that some activities may have both curricular and co-curricular components to them. Marching band, concert band, concert choir and orchestra in many schools are both co-curricular offerings and a curricular offering. Show choir, jazz band, jazz choir, solo and small ensemble music offerings in many

schools are just co-curricular offerings but may, in some instances, be both curricular and co-curricular. Extracurricular activity or extra academic activity or cultural activities is an activity, performed by students, that falls outside the realm of the normal curriculum of school, college or university education.

Co-curricular Activities are defined as the activities that enable to supplement and complement the curricular or main syllabi activities. These are a very important part and parcel of educational institutions to develop the students' personality as well as to strengthen classroom learning.

Civic engagement student activities generally are the clubs and programs focused on creating positive societal change. Some of these activities may also fall under the co-curricular category, as these activities work to educate students about social issues and the importance of getting involved. Diversity or cultural student activities generally refer to clubs and programs focused on the representation of minority groups on campus. These activities may also fall under the academic category as they seek to educate students on cultural differences.

Parental Monitoring and Its Impact

An aspect of parental involvement in students' education is parental monitoring in after-school activities, such as supervising the amount of time children watch TV, checking children's homework. Researchers found that the students whose parents are involved in monitoring their after-school activities tend to have higher achievement than those whose parents do not monitor their after-school activities.

Autonomy Parental Involvement

⁴Autonomy parenting is an extremely strict parenting style. It places high expectations on children with little responsiveness. As an authoritarian parent, you focus more on obedience, discipline, control rather than nurturing your child. When parents are over-involved, their excessive control over how their children define themselves in the world provides few opportunities for the child to self-reflect and have his or her own positive thoughts and feelings. In both cases, the development of self-confidence and self-esteem are compromised.

Communication between Parents and Child

Parent-child communication is described as the discussion between children and parents about children's schooling and learning (Shumow & Miller, 2001), which may motivate children to improve their performance (Mo & Singh, 2008). Hayes (2011) found that parent-child communication played a major role in children's academic success, especially discussions about future educational plans and school experience, which has the strongest relationship with children's activity achievement.

1.3 Rationale of the Study:

Self-esteem and parental participation in a student's academic achievement are concerned with how to improve or develop the student's performance in school. If a student has high self-esteem and parental involvement, it might modify and grow the student's attitude toward academic success. Similarly, parental participation has an impact on the student's self-esteem for their academic achievement, whereas self-esteem is one of the crucial elements that might affect a student's academic performance. It has been determined that good self-esteem can lead to great academic success.

In general, strong self-esteem assists individuals in viewing themselves as active and capable individuals capable of promoting changes through effort and setting high objectives that result in learning new things. Having a strong self-esteem can help with academic accomplishment, social duty, and personal accountability. Furthermore, pupils with great academic accomplishment tend to be more confident, whereas those with low confidence achieve less.

If a student has a high self-esteem, he or she can resolve conflicts with other students and oppose dealing with problems. Parents can shape their children's academic achievement. Parents can be motivators to keep or push their children to achieve good academic performance. If a parent puts pressure on their children to excel in school and engages in their children's homework procedures, it can lead to lesser academic competency and, as a result, lower achievement.

The researcher will learn about the relationship between self-esteem and parental involvement in the study. If there is a relationship between the two, the study's findings will serve as the foundation. Furthermore, the findings of this study are beneficial to the researcher since they give them with knowledge and comprehension of the two variables. It seeks to ascertain the relationship between student self-esteem and parental participation in academic success among senior high school students.

1.4 Statement of the Problem:

“A Correlational Study of Self Esteem and Parental Involvement in Activities of School Students.”

1.5 Variables of the Study:

1. Independent Variables:

- *Self esteem*
- *Parental Involvement*

1.6 Definitions

1.6.1 Conceptual Definitions:

- | | | | |
|---|-------------|---|---|
| 1 | Correlation | : | a mutual relationship or connection between two or more things. |
| 2 | Study | : | the devotion of time and attention to gaining knowledge of an academic subject, especially by means of books. |
| 3 | Self Esteem | : | a person's overall sense of his or her value or worth. |

- 4 Parental Involvement : Participation by parents in school activities, with an emphasis on their children's educational efforts.
- 5 School Students : A student is primarily a person enrolled in a school or other educational institution and who is under learning with goals of acquiring knowledge
- 6 Activity : the condition in which things are happening or being done.

1.6.2 Operational Definitions:

- 1 Correlational Study : In this research it is a detailed investigation and correlational study of parental involvement and self-esteem of middle school students. A correlation reflects the strength and/or direction of the relationship between parental involvement and self-esteem. The direction of a correlation can be either positive or negative.
- 2 Self Esteem : In this research the self-esteem is the student's positive or negative attitude toward oneself and his/her evaluation of their own thoughts and feelings overall in relation to oneself
- 3 Parental Involvement : In this research it is the participation of parents in regular, two-way, meaningful communication involving student academic learning, other co-curricular and extra-curricular activities.

In this research it is a combination of commitment and active participation on the part

of the parent to the school and to the student with respect to home and school.

- 4 School Students : In this research it is the students from Grade IV to VIII, around 12 to 14 years old.
- 5 Activity : In this research **Academic activity** is referred to the courses or subjects of learning in the school, that places emphasis on studying, reasoning and scholastic development. That includes homework, exam preparations, projects etc.

In this research **Co-curricular activities** refer to the learning experiences of students, development of their inner talents like creative & public-speaking skills, leadership qualities, etc.

1.7 Research Questions

- Is there correlation between parental involvement and students' self-esteem?

1.8 Aims of the Study:

- To study the relationship between self-esteem and parental involvement in activities of school students.

1.9. Objectives of the Study:

1. To study the level of self-esteem of middle school students.
2. To study the level of parental involvement of middle school students with reference to:
 - i. Home activities
 - ii. School activities

3. To study the relationship between parental involvement and self-esteem of middle school students.
4. To study the level of parental involvement in activities of middle school students with reference to qualification of parents.
5. To study the level of parental involvement in home activities of middle school students with reference to gender.
6. To study the level of parental involvement in school activities of middle school students with reference to gender.
7. To study the level of the self-esteem of middle school students with reference to gender.
8. To study the level of the self-esteem of middle school students with respect to parental qualification.
9. To study the relationship between self-esteem and parental involvement with reference to gender.
10. To study the relationship between self-esteem and parental involvement with reference to qualification of parents.

1.10 Hypotheses of the Study:

In the present study, the following null hypotheses were formulated.

1. There is no significant correlation between parental involvement and self-esteem of students.
2. There is no significant correlation between parental involvement and self-esteem of students with respect to Gender
3. There is no significant correlation between parental involvement and self-esteem of students with respect to Parental qualification

1.11 Scope and limitations of the Study:

- The survey was conducted using Google Form.

- The study was delimited to the students of English Medium Schools only. The students of vernacular medium were not considered.
- The study was delimited to Standard VI to Standard VIII students of English medium only. The students of other standards were not considered in the study.
- The study was delimited to schools affiliated to the Central Board of Secondary Education (C.B.S.E.) only. Schools affiliated to Maharashtra State Board (S.S.C.), Indian Certificate of Secondary Education (I.C.S.E) Board and International General Certificate of Secondary Education (I.G.C.S.E.) were not considered.

1.12 Significance of the Study:

To the researchers best of knowledge, research study pertaining to parenting involvement of middle Schools students in relation to their self-esteem has not been recorded; hence the study is of great significance. The study will be beneficial to all the parents of students studying in middle schools. Identifying one's level of involvement enable a parent to understand himself or herself better as a parent and bring in certain changes in the path of improving and get more meaningfully involved. The parent will also come to know the kind of impact he or she makes on children's self-esteem which is outcome of his or her quality of involvement. The study will also bring awareness among the teachers of middle schools to understand their students better.

The study facilitated the heads of the institution to be aware involvement of parents of the student's studying in their school and the impact they make on their self esteem.

1.13 Conclusion:

Self-esteem and parental involvement in student's extracurricular and academic performance are about how to improve or develop the student's performance in school. If a student has the high self-esteem and parental involvement it can change and develop the students' attitude in his/her performance. Likewise, parental involvement has an impact of the student's self-esteem for their performance whereas; self-esteem is one of influential factors which can affect student's presentation. It has deemed that high self-esteem can lead to higher skilled performance. In general, high self-esteem help individuals to view themselves as active and capable persons to

promote changes through effort and set high goals which cause learning new things. This research intends to know the correlation between student's self-esteem and parental involvement in student's activity performance among school students.

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CHAPTER-2

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A review of related literature is the process of gathering, selecting, and evaluating relevant books, journals, papers, abstracts, and other sources of information. It is a scientific work that summarizes the current state of knowledge on a specific topic, including substantive results as well as theoretical or methodological contributions.

Before conducting research, it is critical to conduct a review of relevant literature. Even while the researcher is still formulating the research question, he or she begins reading relevant material. In order to properly identify and characterize a problem, a researcher must be able to demonstrate that it exists and that it is worth investigating. Prior to developing study questions or objectives, it is necessary to determine what is already known about the issue, what previous researchers have discovered about it, and what questions remain. A theory can be derived from theory reference books or related studies, which researchers use to explain the existence of a study issue and to investigate relationships between variables. As a result, prior to conducting the investigation, the researcher must have studied a substantial amount of material.

The reasons for review of related literature are:

- It helps the researcher identify and define a research problem
- It helps justify the need for studying a problem
- It prevents unnecessary duplication of a study
- It can be a source of a theoretical basis for the study
- It enables the researcher to learn how to conceptualize a research problem and properly identify and operationally define study variables
- It helps formulate and refine research instruments
- It provides lesson for data analysis and interpretation

The investigator has classified the reviewed literature into three groups and arranged chronologically the researches of the last decade (2005-2015) and articles published related to the study:

Over the past few decades, there has been a steady increase in the need to understand the underlying causes of a decrease in academic performance. There have been several attempts by education specialists to identify the characteristics that have had the most impact on this phenomenon and to determine what corrective activities may be taken to "right the ship" (Hill, 2009). Diverse research studies have looked into different types of motivation, sources of motivation, the relationship between gender and performance levels, parental engagement and achievement levels, and many other topics. In their studies and writings on motivation and gender equity, researchers and authors could not ignore the relevance of parents in building a healthy academic attitude. It is commonly accepted that a child's education begins at birth, and that the most essential years of learning occur during the first six years of life are the most critical years of learning. This means that the future academic accomplishment of a child is entirely in the hands of the child's guardians (Smith, 2011). To support the findings of the study "Student's self-esteem and parental participation in Student's academic achievement," a number of studies are cited to support the findings.

2.2 Studies Conducted Abroad

2.2.1 Studies Conducted on Self Esteem

- In the journal, ⁴*“Student Self-Esteem and Parental Involvement in Students Academic Performances”* by **Jerald C. Moneva, Mark Roed A. Villaro and Marsha H. Malbas**, they elaborate on High levels of academic accomplishment are associated with high levels of self-esteem (Madaugwu, 2014). Aside from that, kids who achieve academic success tend to be more self-assured than their less self-assured colleagues, which results in improved academic achievement (Aryana, 2010). A student's self-perception has an impact on their academic accomplishment

as well as their capacity to cope with the pressures of college or university (Rosli, Ishack, Orthman, & Lubis, 2011). Students who have a strong feeling of self-worth have a greater chance of achieving success in school (Arshad, Zaidi, & Manhood, 2015).

- In his paper, *“The Correlation Between Parental Involvement and Student Academic Achievement”* **Damien Ramon Antoine** has studied how parents influence their children's intrinsic and extrinsic drive (Deci, E. and Ryan, R., 2009). No matter what they call them, they always revolve on the idea that motivation can be internalized or externalized. Teachers and parents regularly find themselves upset with their pupils or children, wondering how to push them to try harder on their schoolwork (Deci, E. and Ryan, R., 2009). The SDT paradigm distinguishes between autonomous and controlled motivation, with subclasses based on intrinsic or extrinsic ideologies. “Controlled motivation entails executing a task with a sense of pressure, demand, or coercion” vs. “autonomous motivation” (Deci, E. and Ryan, R., 2009). Intrinsic motivation occurs when a youngster engages in a task simply because it is enjoyable or intriguing. This is a profoundly ingrained sort of extrinsic drive. Controlled motivation occurs when a youngster finishes a job to earn a reward or avoid punishment. It also occurs when a child feels approved for finishing a task or guilty or shamed for not completing it. Autonomous motivation in school leads to improved internalization, comprehension, intellectual understanding, and creativity (Deci, E. and Ryan, R., 2009).

People are genuinely interested in what is being taught and value the topic being learned. Controlled motivation kids, on the other hand, tend to memorize information rather than comprehend concepts. Parents should endeavor to create autonomous motives rather than controlled motivations because the results are more beneficial and long-lasting (Deci, E. and Ryan, R., 2009). While rewards might drive a youngster to finish a task, they can also deter them from doing it. So, if a youngster is only driven to do well in school by rewards or consequences, that child may stop doing so once the stimulus is withdrawn. When parents inculcate personal satisfaction and competence in their children early in the

educational process, they are more likely to continue to engage in the activity because they find it personally rewarding and meaningful (Deci, E. and Ryan, R., 2009).

- In this journal ***“Parental Acceptance/Involvement, Self-Esteem and Academic Achievement: The Role of Hope as a Mediator”*** by **Betül AYDINI, Serkan Volkan SARI, Mustafa SAHIN** The results of the study show that the direct effect of the perceived parental acceptance/involvement perception of university students on self-esteem is statistically significant. Results of studies on children and adolescents indicate that children and adolescents accepted, involved and supported by their parents have more positive opinions of themselves (Cohen et al., 2008; Frank, Plunkett & Otten, 2010). Earlier studies present findings on the fact that perception of parental affection, acceptance, involvement and support continue to impact on the concept of self and self-esteem (Oliver & Paull, 1995; Parish & McCluskey, 1992). The findings of this study seem to be in parallel with the findings of the abovementioned studies and support the argument that the impact of the family continues to exist in university years which set the beginning of adulthood in addition to the impact on childhood and adolescence. The role of hope as a mediator between the perception of parental acceptance/involvement and academic achievement is found to be not significant. The results of some research indicate that hope, when it develops on the basis of earlier life experience, has a positive effect on academic achievement in university years (Curry, Snyder, Cook, Ruby & Rehm, 1997; Day et al., 2010; Rand et al., 2011). Developing on the basis of a secure, accepting and involving relationship with parents, hopeful thinking has a positive impact on academic achievement and it was thought that hope can have a mediating role in this relationship but the findings of this study do not support that assumption. This result can be explained with a decreased level of parental influence on students’ academic achievement in university years in comparison to previous years. It is possible to say that due to a moving away from the family environment, relationships at the university environment (e.g. friendships, intimate relationships, interaction with the academia) become relatively more important than

relations with the family. Also, the said relations could be more effective on academic achievement levels of university students in this period.

- In their paper, *“Analysis of Parental Involvement And Self-Esteem On Secondary School Students In Kieni West Sub-County”* by Nyeri County, Kenya by **Mburu Josephine Wairimu, Dr. Susan M. Macharia, Dr. Ann Muiru**, they describe a person's self-esteem improves as a result of his or her life experiences. Self-worth is shaped by people's life experiences, both good and unpleasant. These can result in either positive or negative feelings about one's own worth. Children's self-esteem and the positive and bad conditions they meet in the early years of their lives are significantly influenced by their parents' actions and attitudes toward them as well as their own. Because of the focus placed on unconditional love, it was critical that a child acquire a strong sense of self-worth and respect.
- In this study *“The Association between Parental Involvement Behavior and Self-Esteem among Adolescents Living in Poverty: Results from the K-CHILD Study”* by **Satomi Doi, Aya Isumi and Takeo Fujiwara** we found that large numbers of parental involvement behaviors were associated with a high self-esteem score of adolescents living in poverty. We examined two aspects of parental involvement behavior—parental interaction with their child and parental care for the child's physical health—and found that parental interaction with their child showed a strong association with the child's self-esteem. These associations also exist in adolescents not living in poverty.

2.2.2 Studies Conducted on Parental Involvement

- In the journal *‘Impact of Parental Involvement on Children's Academic Performance at Crescent International School, Bangkok, Thailand’* by **Ibrahima Naite**, the review indicates that participation of parents in their children's education has a great impact on their achievement. However, majority

of these studies were done in western societies, making it very difficult to generalize and apply the results to other societies. In addition, some of the findings on the relationship between parent involvement and academic performance of their children were found to be contradictory and questionable. It is for these reasons the researcher believes that there is need for a further study on this topic among International high school pupils in Thailand. The researcher also believes that this will contribute to an insight of the impact of parents' involvement in children's schooling.

- In the study *“Students’ Self-Esteem in an Asian Educational System: Contribution of Parental Involvement and Parental Investment”* by **Esther Sui-chu Ho** This paper provided some insights useful to academics in understanding the nature and impact of parental involvement and investment on Asian students. In examining the nature of parental investment manifest in Hong Kong, the study identified five types, namely expensive family resources, books, study space, magazines, and other study aides. Of the two dimensions of parental involvement, it is obvious that home-based involvement is more popular in Asian context. This finding is consistent with many previous studies in the Western societies. “Learning support” provided by parents at home appears to be the most common parental assistance for their children. School-based involvement, such as volunteering or participating in school PTAs, is not common in Hong Kong. Of the four types of school-based parent activities, school communication appears to be the most popular one, yet more than 30 percent of families did not have any contact with the school in the whole school year. In examining the possible impact of SES on the level of parental involvement and investment, the study has found that family SES, as measured by parent’s education and occupation, has significant association with parental involvement and investment. However, the impact of SES on students’ self-esteem, though statistically significant, is not very important in Hong Kong. This finding challenges the family deficiency thesis. It can be argued tentatively that SES does not have strong direct effect on student’s self-esteem. However, it is

more likely to have an indirect effect on students' self-esteem through parental involvement and investment.

- In the journal *"What lies beneath: Parenting style and implicit self-esteem"* by **Tracy DeHart a, Brett W. Pelham and Howard Tennen**, their studies extend previous research on self-esteem by examining the potential origins of implicit self-esteem. In particular, reports of children's early interactions with their parents were related to the children's levels of implicit self-esteem across all three studies. In addition, Study 3 revealed that mothers' own independent reports of their early interactions with their children were related to children's level of trait implicit self-esteem. Specifically, our findings suggest that: (a) nurturance was uniquely related to both implicit and explicit self-esteem, (b) overprotectiveness was reliably related to implicit self-esteem, but was not reliably related to explicit self-esteem, and (c) permissiveness was related to explicit, but not implicit, self-esteem. Finally, the associations between nurturance and overprotectiveness and implicit self-esteem occurred above and beyond similar associations involving explicit self-esteem.
- In their paper, *"Analysis of Parental Involvement And Self-Esteem On Secondary School Students In Kieni West Sub-County"* by **Nyeri County, Kenya by Mburu Josephine Wairimu, Dr. Susan M. Macharia, Dr. Ann Muiru**, they describe a person's self-esteem improves as a result of his or her life experiences. Self-worth is shaped by people's life experiences, both good and unpleasant. These can result in either positive or negative feelings about one's own worth. Children's self-esteem and the positive and bad conditions they meet in the early years of their lives are significantly influenced by their parents' actions and attitudes toward them as well as their own. Because of the focus placed on unconditional love, it was critical that a child acquire a strong sense of self-worth and respect.

2.3 Studies Conducted in India

2.3.1 Studies Conducted on Self Esteem

- In the research by ⁵ **Koyel Mandal, Suchandra Das, Kalpana Datta, Satyabrata Roy Chowdhury and Supratim Datta**'s study of the teenagers and their parents who sought help from the adolescent health clinic at an academic medical center was carried out. The Rosenberg questionnaire was administered to teens, while the Parenting styles and dimensions questionnaire was administered to their parents, in order to gather demographic information. We conducted a statistical analysis on all of the information and discovered a number of noteworthy connections. 44.4 percent of them had high self-esteem, 35.2 percent had moderate self-esteem, and 20.4 percent had poor self-esteem, according to the findings. More than two-thirds of parents (73.2%), 20% of parents (Authoritarian) and 6.8% of parents (Permissive) used the Authoritative parenting style. Self-esteem was high in 56.28 percent of adolescents who received Authoritative parenting, moderate in 30.05 percent, and poor in 13.66 percent of those who received it. Mothers with greater levels of education were more likely to engage in authoritative parenting ($p=0.014$). Authoritative parenting had a favorable effect on teenagers' self-esteem, but authoritarian parenting had a negative effect. The mother's formal education has little bearing on the sort of parenting she chooses.
- **Gunjan Sharma and Neelam Pandey**'s study assesses and studies parenting methods and their influence on teenage self-esteem in India. Authoritarian, authoritative, permissive, and neglectful are four parenting styles. This study focuses on authoritarian, authoritative, and permissive parenting styles to assess their effect on adolescent self-esteem. Neglectful parenting has been shown to negatively affect children and adolescents' self-esteem, hence it is not included in the inclusion criteria for this study. The sample for this research comprised of 120 (16-18-year-old) Delhi and NCR teenagers (60 female and 60 male) (with no

mental and physical disability, regular school going adolescents, with nearly same socio-economic background and only those from unbroken nuclear families with mothers who were homemakers). Permissive and authoritative parenting styles result in higher self-esteem among adolescents compared to authoritarian parenting, which has a negative correlation with adolescents' self-esteem. Men and women teenagers in urban India have similar levels of self-esteem.

2.3.2 Studies Conducted on Parental Involvement

- **Mubarak Singh and Preeti Mahajan** aimed to examine how parental participation impacts academic success among high school students, regardless of gender or location. The Jammu tehsil's senior secondary schools were randomly chosen to participate in this research. Vijaya Laxmi Chauhan & Gunjan Ganotra Arora (2008) devised a parental participation measure that was used to gather data, and the results of the previous examinations, i.e., class 11, were used to evaluate academic success. For both rural and urban high school students, there was a substantial difference in academic success and parental participation, but there was no difference between rural and urban high school students when it came to their academic achievements. The outcomes of the research showed that parental participation and academic success in rural and urban high school pupils were positively correlated.
- **Arshdeep Kaur, Sonia Kapur and Karanbir Singh** in their paper examined the influence of parental participation on Indian young players' self-esteem and expand previous study. 50 boys and 50 girls aged 14 to 18 participated in the research. The data were collected using the parental engagement and self-esteem scales developed by Vijaya Laxmi Chauhan and Gunjan Ganotra Arora (2009). Data analysis included mean comparison, t-test, and correlation. Gender differences in parental participation were found. Female participants scored higher than males on parental engagement, but not self-esteem. The correlation analysis found that parental participation and self-esteem were not linked. Thus, female players had

greater parental engagement than male players, but neither gender's self-esteem was affected. Women have greater parental participation in their lives, but this involvement does not diminish their self-esteem, self-confidence, or willpower, according to the findings. However, males have less parental engagement than girls, but their self-esteem is just as high, if not more so. So there is no direct correlation between parental participation and self-esteem. Researchers observed that parental participation had a greater impact on the self-esteem of female young gamers than male players in India, based on their study. For the variable under consideration, the following research provided conflicting findings. Little data exists on how parental participation affects pupils' academic performance in terms of their gender and location. Consequently, the current research, named 'Parental Involvement and Academic Achievement: A Study on Senior Secondary Students,' is beneficial to do. This study focusses on the development of student's self-esteem, the paper discusses Various studies have indicated that different ideas of parental participation are relevant in various circumstances. Several studies show a decline in parental involvement in the middle and upper grades. Regardless of ethnicity, culture, or socioeconomic background, authoritative parenting style is favorably connected with academic performance at all grade levels. Parental involvement in both the home and school has been linked to higher academic attainment, albeit with variance.

- **Sandeep Kumar Jaiswal and Rashmi Choudhary**, in their study '*Parental Involvement and Academic Achievement: A Study on Senior Secondary Students*' highlighted that the level of parental involvement in a child's education is one of the most critical elements influencing their general growth and academic achievement. This work examines parental behaviors such as parental expectations, parental home and school participation activities, and students' academic accomplishment, with a particular emphasis on the performance of elementary and middle school students. Researchers conducted a rigorous review of the aforementioned link using the JSTOR and Google Scholar databases, among other sources. Sandeep Kumar Jaiswal and Rashmi Choudhary, in their study highlighted

that the level of parental involvement in a child's education is one of the most critical elements influencing their general growth and academic achievement. This work examines parental behaviors such as parental expectations, parental home and school participation activities, and students' academic accomplishment, with a particular emphasis on the performance of elementary and middle school students. Researchers conducted a rigorous review of the aforementioned link using the JSTOR and Google Scholar databases, among other sources.

Numerous researches have revealed that different notions of parental engagement are crucial in different settings, according to the findings. There has been evidence of a decrease in parental participation in the middle and upper grades, according to a number of studies. Although this finding does not hold true across ethnicities, cultures, and socioeconomic classes, authoritative parenting style is positively associated with academic success at all grade levels, regardless of race, culture, or socioeconomic status. Parental participation in both the home and the school has also been shown to be associated with improved academic achievement, but with some variation. However, when compared to other forms of parental engagement features, such as participation in school events, parent-child interaction, and assistance with homework, parental expectations for their child's educational attainment had the greatest impact on academic performance.

- In the study 6 ***“Parental Care and Self Esteem of Senior Secondary School Students” Govindarajan Krishnamoorthi*** it is found Parents play an important role in shaping their children’s character and are considered an important determinant in several aspects of their children’s outcome including how they view themselves. Parent child relationship is important influential to the child’s self esteem. Very early in life, parents’ responsiveness to their babies affects the development of self-confidence and self-esteem. This study aims at investigating the impact of Parental Care and how it is leads to the self esteem of their children studied in secondary school level. The result of the study is there is high level of parental care and self esteem among the secondary school students; there is a significant difference between boys and girls ,urban and rural, Government and management, XI std. and XII std. students in their parental care and self esteem.

There is no significant difference between urban and rural resident students in their self-esteem. There is a significant relationship between parental care and self-esteem of senior secondary school students.

Conclusion

Parents who have been actively involved in their children's education from an early age are more likely to have strong self-esteem than those who have not been so involved (Gith, 2017). The engagement and support of parents can help children develop a greater feeling of self-worth and confidence (Ruholt, Gore, & Dukes, 2015). The ability to have more meaningful talks with their children increases when parents assume responsibility for their children's academics (Fernandez-Alonso, 2017).

Alternatively, a student with potential suffers in school as a result of their parents' failure to participate in school activities (Obico, 2015). A considerable influence on academic achievement is exerted by parental participation in school and the school's link to the student's family's expectations (Rogers, Theule, Ryan, Adams & Keatling, 2009). It will take time for the school and parents to establish a positive working relationship (Vijaya, 2016). When it comes to parental involvement, the wealthier a family is, the more probable it is that they will be interested in their children's educational pursuits (Hill & Taylor, 2004). Parents who are actively involved in their children's education have a positive impact on their children's academic achievement (Fan & Williams, 2010).

Parental involvement aids in the development of their child, makes learning more fun for them, and pushes them to put forth more effort in the classroom (Ntekane, 2018). The ability to promote your child's cognitive development as well as his or her will to succeed should be a priority for you as a parent (Khajehpour & Ghazini, 2011). Partnership activities between parents and schools can assist in the development, implementation,

evaluation, and improvement of methods and practices that foster a positive environment for children and their families (Durisic & Bunijevac, 2017). Including the parents of secondary school kids in the educational process may aid in improving the academic performance of such students (Mcneal, 2014). As a result, current study has revealed that parental involvement does not have a significant impact on children's academic success (Koskei, 2014).

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CHAPTER-3

CHAPTER 3

RESEARCH DESIGN

3.1 Introduction:

Research is a systematic attempt at seeking answers to meaningful questions about events, processes or phenomena through the application of the scientific method. It refers to the organized, structured, and purposeful attempt to gain knowledge about a suspected relationship. “⁸The Advanced Learner's Dictionary of Current English lays down the meaning of research as "a careful investigation or inquiry especially through search for new facts in any branch of knowledge." "Creswell defines research as "... a process of steps used to collect and analyze information to increase our understanding of a topic or issue". In short, the search for knowledge through objective and systematic method of finding solution to a problem is research.

Every research undertaken follows a certain pattern of activities by the investigator. Decision regarding what, where, how much and by what means concerning an enquiry or research constitute a research design. It is the first step to take and the whole research. According to Claire Selltiz" "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."

Features of a good Research Design:

- It should be flexible, appropriate, efficient and economical.
- It should be free from bias.
- It should maximize the reliability of the data collected and analyzed. It should yield maximum information and provide an opportunity for considering many different aspects of a problem.

Research is considered to be a formal, systematic, and intensive process of carrying on a scientific method of analysis. It involves a more systematic structure of

investigation, usually resulting in some sort of a formal record of procedures and a report of results or conclusions.

3.2 Need for Research Design:

A research design is what a blue print is to an engineer. It facilitates the smooth sailing of the various research operations thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money. The design helps the researcher to organize his ideas in a form whereby it was possible for him to look for flaws and inadequacies. Since it is a systematic process, there is definite sequence of steps involved. These steps are problem identification, hypothesis formulation, observation, collection of data, and analysis of data and drawing of conclusions. It stands for advanced planning of the methods to be adopted for collecting relevant data and the techniques to be used in their analysis. Once the design has been prepared, the steps logically fall into place and the whole process goes on smoothly⁹.

3.3 Methodology of the present study

In any research process, research methods are of great significance. Though methods of research can be classified from many points of view, the categories of research methods are historical, descriptive and experimental, historical. Research involves examining past events to draw conclusions and make predictions about the future. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as they exist and discover causal relationships. Experimental research is characterized by much greater control over the research environment and in this case, variables are manipulated to observe their effect on the other variables. The selection of the research methodology depends upon the nature of the study and the kind of data the problem entails.

The research method used for the present study was descriptive research which attempts to describe, explain and interpret the state of affairs as they exist. Descriptive method tells us about what exists at present by determining the nature and degree of

existing conditions. It is the most popular and widely used research method in education. The main characteristic of this method is that the researcher has no control over the variables.

There are five descriptive research methods viz. correlational research, comparative research, causal-comparative research, survey research and developmental research. Correlational research designs provide an opportunity to predict scores and explain relationships among variables. This technique is used when we seek to relate two or more variables to see if they influence each other. It describes what exists at the moment and consists of collecting data to determine whether and to what extent a relationship exists between the quantifiable variables. This method makes use of numerical data to explore relationships between two or more variables. The degree of relationship is expressed in terms of coefficient of correlation.

Correlational study does not specify cause and effect relationships between variables under consideration. It merely specifies concomitant variations in the scores of the variables. Correlational studies are not done just to find out what exists but it is done for the ultimate purpose of explanation and prediction of phenomena. The coefficient of correlation tells us the way in which two variables are related to each other. It also helps us to understand how the change in one is influenced by the change in the other with the direction and magnitude of the obtained measures. However, in order to predict the change in one variable in a systematic way with the change in another variable can be done with the help of statistical processes.

According to the nature of the problem, the researcher has selected a survey method for the study. The survey is, in brief, a method of analysis in scientific and orderly form for the defined purpose of a given social situation of a problem or population (Herman, 1967)¹⁰. The term 'survey' is used as the technique of investigation by a direct observation of a phenomenon or systematic gathering of data from the population by applying personal contact and interviews when adequate information about a certain problem is not available in records, files and other sources. Survey research is a form of planned collection of data for the purpose of description or

prediction or for the purpose of analyzing relationship between certain variables (Verma and Verma,1989)

The researcher has used questionnaires for the data collection from the students of middle school students after obtaining permission from the heads of the institutions. The data was collected by using Questionnaires that were in the form of google form. The data collection has been analyzed and quantified according to the scoring theme. The data was subjected to statistical analysis.

3.4 Population, Sample of the Study:

The population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group (Best & Khan, 1996). A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn (Best & Khan, 1996). In the present study population includes the middle school students.

Sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. It is the process by which a relatively large number of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. Sampling procedures provide generalizations on the basis of a relatively large proportion of the population. The representative proportion of the population is called a Sample (Koul, 1997). In the present study the researcher has selected the students of class VI, VII & VIII of middle school as a sample, among them 378 are females and 396 are males.

A sample is simply a subset of the population and must be a representative of the population from which it is drawn. It must have good size to warrant statistical analysis. The main function of the sample is to allow the researchers to conduct the study on individuals from the population so that the results of their study can be used to derive conclusions that was applied to the entire population. It is much like a give-

and-take process. The population "gives" the sample, and then it "takes" conclusions from the results obtained from the sample.

3.5 Sampling Techniques:

The technique which is used to select the sample from a larger population is called Sampling. Sampling techniques are used to select the sample from a larger population. The different types of sampling techniques include simple random sampling, systematic random sampling, purposive sampling, stratified sampling and cluster sampling. The researcher has chosen simple random sample for her research. Simple random sample is one of the methods researchers use to choose a sample from a larger population. This method works if there is an equal chance that any of the subjects in a population were chosen. Researchers choose simple random sampling to make generalizations about a population.

Sample size as per the moderator variables are also as follows:

Table 3.5.1 Shows the sample size by gender

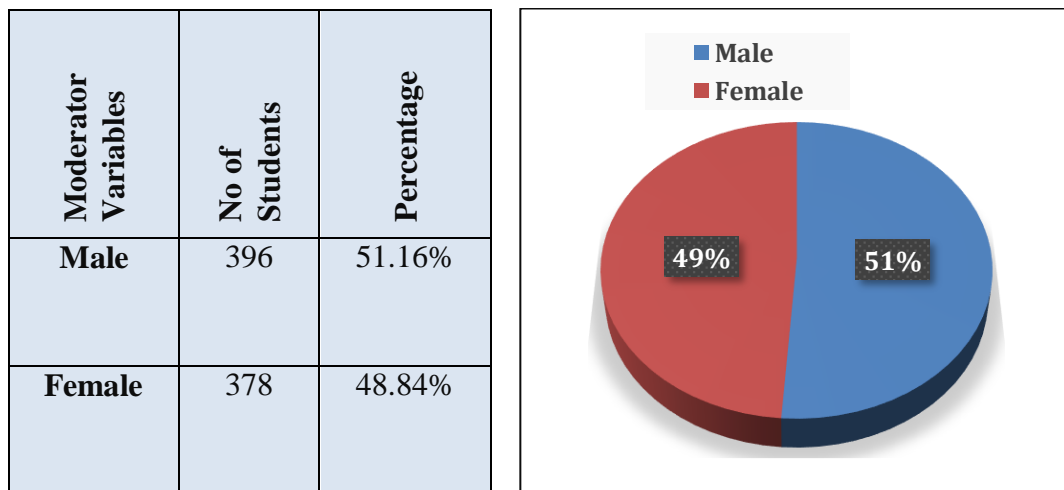
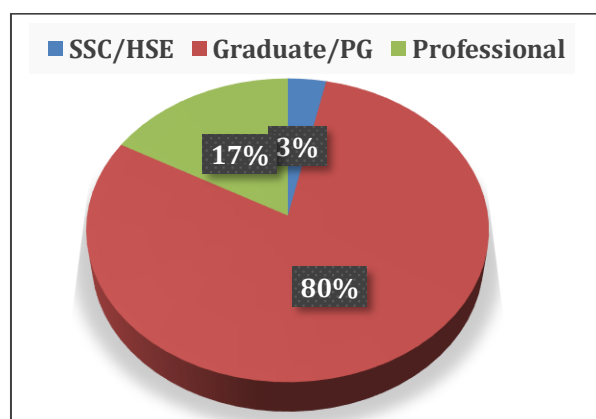


Table 3.5.2 Shows the sample size by parental qualification

Level	No of Students	Percentage
SSC/HSE	26	3.40%
Graduate/PG	618	80%
Professional	130	16.70%



3.6 Tools Used for the Study:

3.6.1 Tool Preparation

For developing the tools, the researcher made an extensive study of the literature related to parental involvement. Different books, journals, articles, encyclopedias and websites were also referred. After careful study of this information, core components of parental involvement were identified in consultation with the guide. The tools were then planned to incorporate items on these components. The investigator after referring to the relevant related literature, collected materials and identified components for the variable i.e., parental involvement.

The tool was an interval scale and comprised of 30 questions grouped under two categories and it included positive and negative questions. The items by categories are as mentioned in table 3.6.2.

Categories		Question Nos.
Parental Involvement at Home	Positive	1,2,4,5,6,9,10,11,12,13,14
	Negative	3,7,8,15
Parental Involvement in School	Positive	1,3,4,7,10
	Negative	2,5,6,8,9

Data analysis tools help researchers make sense of the data collected. It enables them to report results and make interpretations. How the data is analyzed depends on the goals of the project and the type of data collected. The tools used in the research are questionnaires. The following tools were used for gathering data necessary for the study:

- i) Researcher made Questionnaire on Parental Involvement converted to Google form by the researcher
- ii) Standardized Questionnaire on Self Esteem converted to Google form by the researcher

3.6.2 Validation of the Tools

Validity of a test is the accuracy with which it is intended to measure. Validity of the test was taken care of while giving weightages to the objectives and components of the criteria used in parental involvement. The initial draft of the researcher made tool for parental involvement was edited with the help of the guide. The tool was submitted to the experts for the content validity. The list of the experts is given in the appendix 'A'. All the experts gave their feedback. They gave their consent about the suitability of item relevancy of the content area. However, some changes were also suggested regarding the length of few items and language application of some items. The researcher incorporated the suggestions given by the experts and modified the tool in consultation with her guide.

3.6.3 Pilot Study – Reliability of the Tools

After validation, the tools were administered to a group of thirty secondary school students for Pilot Study. For the present study, Split half method was used to find the reliability of the tools. It is a measure of consistency where a test is split in two halves and the scores for each half of the test is compared with one other. To compute the reliability by split half method the scores on odd number items were co-related with the scores obtained on even number items. The coefficient of correlation was calculated

by using the Pearson's Product Moment Coefficient of Correlation (*r*). The internal consistency of the whole test was calculated by using the Spearman's Brown Formula.

The Karl Pearson product moment co-efficient of correlation formula is as follows:

$$r = \frac{N\Sigma(XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}$$

Coefficient of correlation:

Where, N = Sample size / total number of respondents.

X = Scores of odd items

Y = Scores of even items

Σ = Symbol for summation

Where R = Reliability co-efficient of whole scale.

After the reliability coefficient was calculated, Spearman-Brown correction (for uneven halves) was applied as stated below:

$$P = \frac{2r}{1+r}$$

The reliability for parental involvement test came to be 0.94. Hence, the tool was reliable.

The researcher has taken The Rosenberg Self-Esteem Scale for assessing global self-esteem. Psychologists and sociologists are common users for this instrument. Also, the instrument is a vital part of self-esteem measure in social science research. The Rosenberg Self-Esteem Scale presented high ratings in reliability areas; internal consistency was 0.77, minimum Coefficient of Reproducibility was at least 0.90 (M. Rosenberg, 1965, and personal communication, April 22, 1987). Hence the tool is standardized, the researcher has used this tool to gather data about the self-esteem of the population.

3.6.4 Scoring

The scoring of parental involvement questionnaire

Response Indicators		
Scale	Positive Score	Negative Score
Strongly Agree	5	1
Agree	4	2
Partially Agree	3	3
Disagree	2	4
Strongly Disagree	1	5

The scoring of self-esteem questionnaire

Response Indicators		
Scale	Positive Score	Negative Score
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

3.7 Data collection procedure:

After finalizing all the tools, the process of final data collection was started by the investigator. The investigator took the permission from the principals for collecting the data online with the help of google form. Before collection of data, rapport was

established with them and instructions were communicated to the students. Respondents were encouraged to give correct and unbiased information. They were assured that information provided by them shall be used for research purpose only.

3.8 Data Analysis:

Analysis of data means breaking up the complex factors into simpler parts and putting the parts together in a new agreement for the purpose of interpretation. According to Kerlinger (1964), “Analysis means categorizing, ordering, manipulating and summarizing data to obtain answers to research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that the relation of research problems can be studied and tested. Analysis of data can be done on the basis of hypotheses set earlier.” Data has been analyzed as Descriptive Analysis and Inferential Analysis.

For Descriptive analysis, measures of central tendency such as the mean, median and mode and measures of variability such as Standard deviation, Skewness and Kurtosis have been used.

Inferential data analysis was done using:

Pearson's Product-Moment coefficient of correlation - To find the correlation between parental involvement and self-esteem.

T-test – The t-test was used to find the significance between two means. The significance of the ‘t’ value is determined by comparing it with the ‘t’ table at 0.01 level and 0.05 level for the respective degree of freedom.

ANOVA- In this study, ANOVA was used to check the difference with reference to parental involvement. It is used when dependent variables are compared based on different levels of the independent variable. It tests for the differences among the means for the population by examining the amount of variance within each of these samples, relative to the amount of variation between the samples.

3.9 Conclusion:

The best efforts have been put by the researcher to conduct the research in the most professional and ethical manner, which brings out the best result. All processes are carried out without any bias or preconceived output. The continuing chapter gives the actual process of analysis and findings with respect to the objectives under study.

References

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⁹ byrelivingmbadays, P. (2013, May 15). *Research design: Meaning and importance*. relivingmbadays. Retrieved May 18, 2022, from <https://relivingmbadays.wordpress.com/2013/05/15/research-design-meaning-and-importance/>

¹⁰ Survey methodology. (2022, April 21). Retrieved May 18, 2022, from https://en.wikipedia.org/wiki/Survey_methodology

¹¹ (n.d.). Retrieved May 18, 2022, from https://ori.hhs.gov/education/products/n_illinois_u/datamanagement/datopic.html

CHAPTER-4

CHAPTER 4

DESCRIPTIVE DATA ANALYSIS

4.1 Introduction:

This chapter deals with the Analysis and interpretation of data collected, which helps the researcher to gather meaningful information about the variables selected in the study. The present study intended to find the correlation between parental involvement and self-esteem of the students at middle school level. The investigator had adopted different tools to collect raw data for the study. The data collected were classified, tabulated, analyzed using relevant statistical techniques to get a correct analysis of the data obtained and interpretations were made accordingly. The following analysis were conducted in the present study:

- **Descriptive Analysis**
- **Inferential Analysis**

4.2 Descriptive Statistical Measures:

Descriptive analysis is used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. Descriptive Statistics are used to present quantitative descriptions in a manageable form. In a research study we may have lots of measures. Or we may measure a large number of people on any measure. Descriptive statistics help us to simplify large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary.

Descriptive Analysis is done through:

1) Measures of central Tendency:

¹⁴A measure of central tendency is a summary statistic that represents the center point or typical value of a dataset. These measures indicate where most values in a distribution fall and are also referred to as the central location of a distribution. In

statistics, the three most common measures of central tendency are the mean, median, and mode. Each of these measures calculates the location of the central point using a different method. The measures of central tendency used are:

A) Mean:

The most popular measure of central tendency is the mean. It is also called the arithmetic average. It is calculated by adding up all of the values and dividing by the number of observations in the dataset.

$$\bar{X} = \frac{\sum X}{N}$$

Where,

\bar{X} = sample mean

\sum = sum total

X = individual scores in the distribution

N = Total number of scores

b) Median:

Median is the middle number in a sorted list of numbers. The median can be used to determine an approximate average, or mean, but is not to be confused with the actual mean. If there is an odd amount of numbers, the median value is the number that is in the middle, with the same amount of numbers below and above¹³.

For calculating Median:

Odd Number of Observations

If the total number of observations given is odd, then the formula to calculate the median is:

Median = $\{(n+1)/2\}^{\text{th}}$ term

where n is the number of observations Even Number of Observations

If the total number of observations is even, then the median formula is:

Median = $[(n/2)^{\text{th}} \text{ term} + \{(n/2)+1\}^{\text{th}}]/2$

where n is the number of observations

2) Measure of Variability:

Measures of variability define how far away the data points tend to fall from the Mean. A measure of variability is a summary statistic that represents the amount of dispersion in a dataset.

The following are used:

Standard deviation: It is the measure of dispersion of a set of data from its **mean**. It measures the absolute variability of a distribution; the higher the dispersion or variability, the greater is the standard deviation and greater will be the magnitude of the deviation of the value from their mean.

$$\sigma = \sqrt{\frac{\sum (x_i - \mu)^2}{N}}$$

Where

x = Raw scores in a distribution

N = Total number of scores

Graphical Representation:

¹² Graphical representation is the use of diagrams, charts, graphs or pictures in the organization, analysis and presentation of facts and figures. It adds an element of clarity to the work as it enables the layman to visualize the facts and figures represented therein.

4) Skewness:

It relates to the location of the part or mode whether to right or to the left. A

distribution is said to be skewed when the mean and the median fall at different points in the distribution and the balance is shifted to one side or the other 0 to left or right. The distributions are said to be skewed negatively when the median value is greater than the mean value and the distributions are said to be skewed positively when the median value is less than the mean value.

5) Kurtosis:

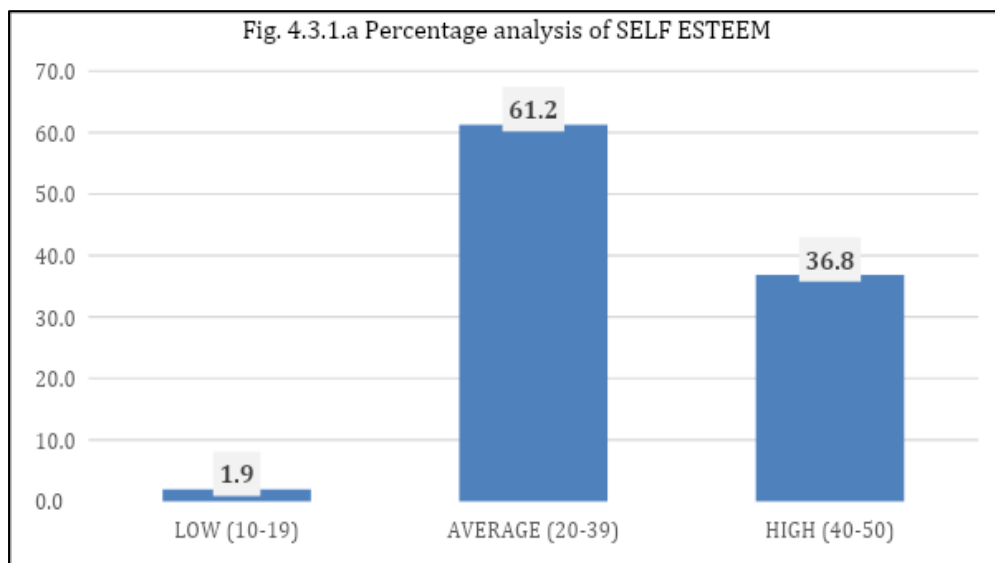
It refers to the perkiness or flatness of a frequency distribution as compared with the normal. A frequency distribution more peaked than the normal is said to be leptokurtic and the one flatter than the normal is platykurtic. For the normal curve, kurtosis is 0.263; if kurtosis is greater than 0.263 the distribution is platykurtic, if less than 0.263 the distribution is leptokurtic.

4.3. Descriptive analysis of the present data:

4.3.1 To study the level of self-esteem of middle school students.

Table 4.3.1.a Percentage analysis of Level of self-esteem score of students:

Score	Level	Frequency	Percentage
10-19	Low	15	1.9%
20-39	Average	474	61.2%
40-50	High	285	36.8%
Total		774	100%



Interpretation

From Table 4.3.1.a

It can be observed that around 36.8% of the students under study have high level of self-esteem, whereas, only a small percentage (1.9%) of students showed lower level of self-esteem. A significant percentage (61.2%) of students showed an average level of self-esteem.

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated. In table 4.3.1.b

4.3.1.b Self-esteem of Students					
N	Mean	Median	Kurtosis	Skewness	Standard deviation
774	37.09	38	1.06	-0.73	6.89

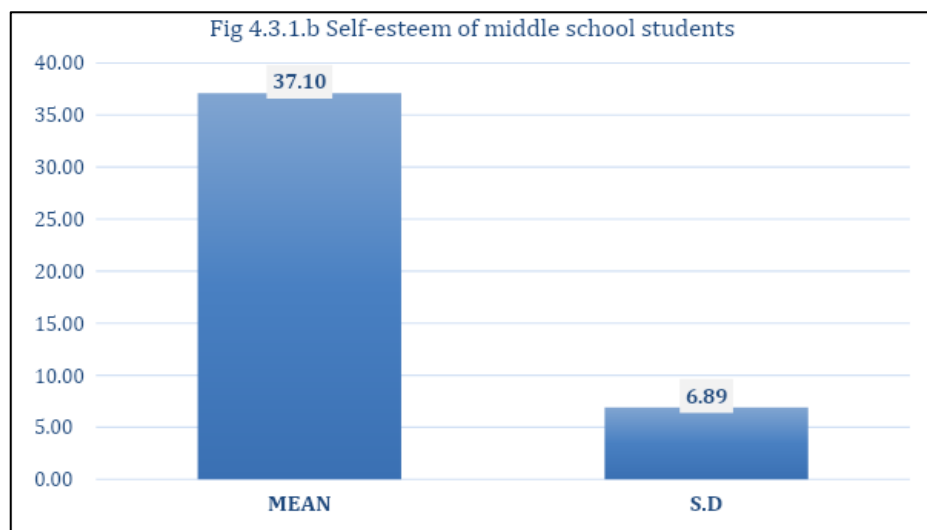


Table 4.3.1.a depicts that the mean of self-esteem scores of Middle School students is 37.09. The standard deviation for the same sample is 6.89.

The value of the median is 38 which is slightly more than the mean 37.09 hence it is negatively skewed.

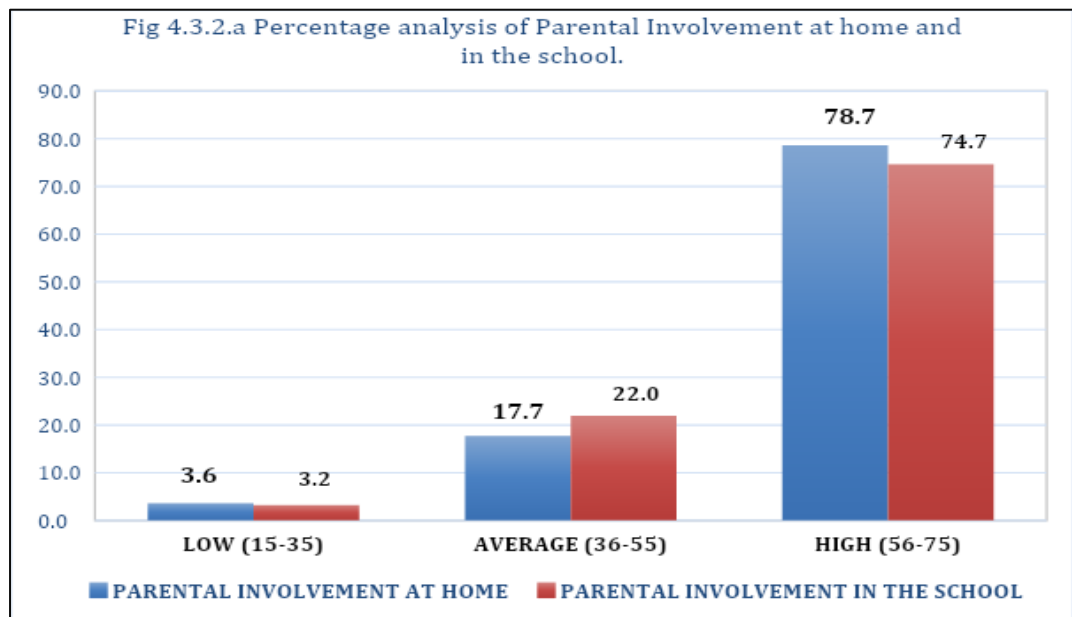
The value of Kurtosis is 1.06 which is greater than the normal distribution value 0.263. Thus, the distribution is Platykurtic in this case.

4.3.2 To study the level of parental involvement of middle school students with reference to:

- a. home activities
- b. school activities

Table 4.3.2.a Percentage analysis of parental involvement score of students:

Score	Level	Home Activities		School Activities	
		Frequency	Percentage	Frequency	Percentage
30-70	Low	28	3.6%	25	3.2%
71-110	Average	137	17.7%	170	22.0%
111-150	High	609	78.7%	579	74.8%
		774	100%	774	100%



Interpretation

From Table 4.3.2.a

It can be observed from the above table that around 78.7% of the students under study have a high level of parental involvement at home, whereas, only a small percentage (3.6%) of students had a lower level of parental involvement at home. Only (17.7%) of students had an average level of parental involvement at home.

The data describes that the secondary school students possess a high level of parental involvement at home.

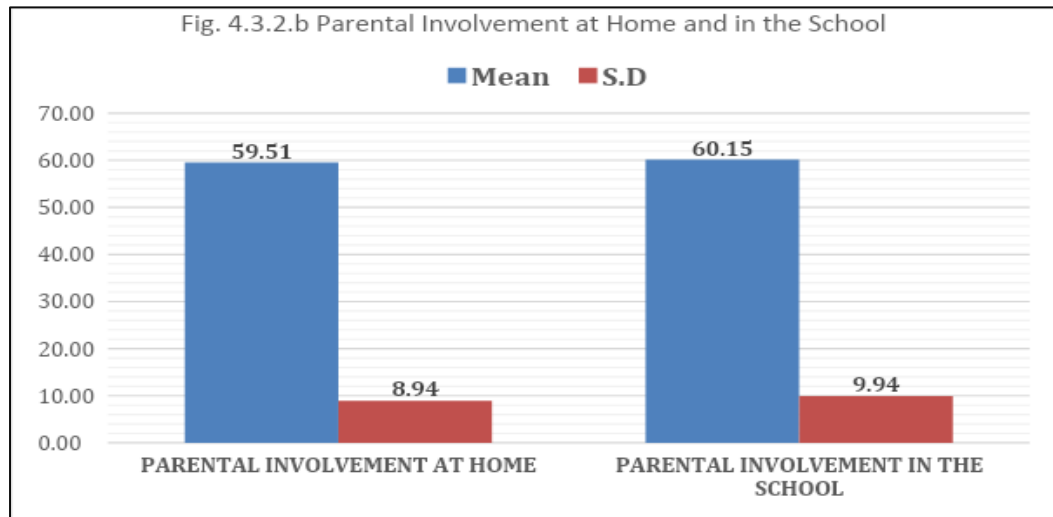
Whereas it can be observed from the above table that around 74.8% of the students under study have a high level of parental involvement in the school, whereas, only a small percentage (3.2%) of students showed a lower level of parental involvement in the school. A significant percentage (22.0%) of students showed an average level of parental involvement in the school.

The same data can be visualized and describes that the middle school students possess high level of parental involvement in the school.

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table 4.3.2

4.3.2.b. Scores of Mean and Standard Deviation of students based on Parental Involvement at home and in the school Score of Students: of secondary school students

Table 4.3.2.b. Parental Involvement at Home and in the School						
	N	Mean	Median	Kurtosis	Skewness	S.D
Home Activity	774	59.50	62	4.19	-1.83	8.93
School Activity		60.15	62	3.08	-1.41	9.94



Interpretation:

From Table 4.3.2.b

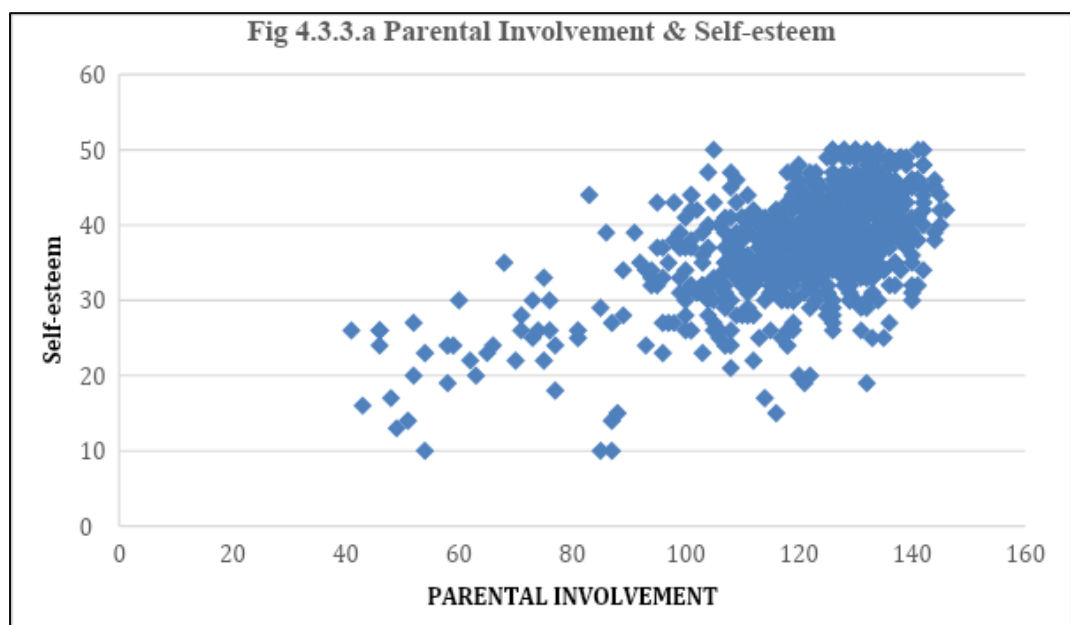
The table depicts that the mean of parental involvement in home activity scores of Middle School students is 59.50 which is comparatively less than that of the mean of 60.15 parental involvement in school activity scores of Middle School students. The standard deviation for the same samples are 8.93 and 9.94 respectively.

The value of the median is 62 for both parental involvement in home and school activities which is more than the mean 59.50 for parental involvement in home activities and 60.15 for parental involvement in school activities hence it is negatively skewed.

The value of Kurtosis is 4.19 and 3.08 respectively for parental involvement in home and school activities which is greater than the normal distribution value 0.263. Thus, the distributions are Platykurtic in these cases.

4.3.3.a To study the relationship between parental involvement and self-esteem of students.

Tablet 4.3.3.a Parental involvement and self-esteem of students							
PARENTAL INVOLVEMENT				SELF-ESTEEM			
Score	Level	Frequency	Percentage	Score	Level	Frequency	Percentage
30-70	Low	23	3.0%	10-19	Low	15	1.9%
71-110	Average	142	18.3%	20-39	Average	474	61.2%
111-150	High	609	78.7%	40-50	High	285	36.8%
Total		774	100%	Total		774	100%



Interpretation

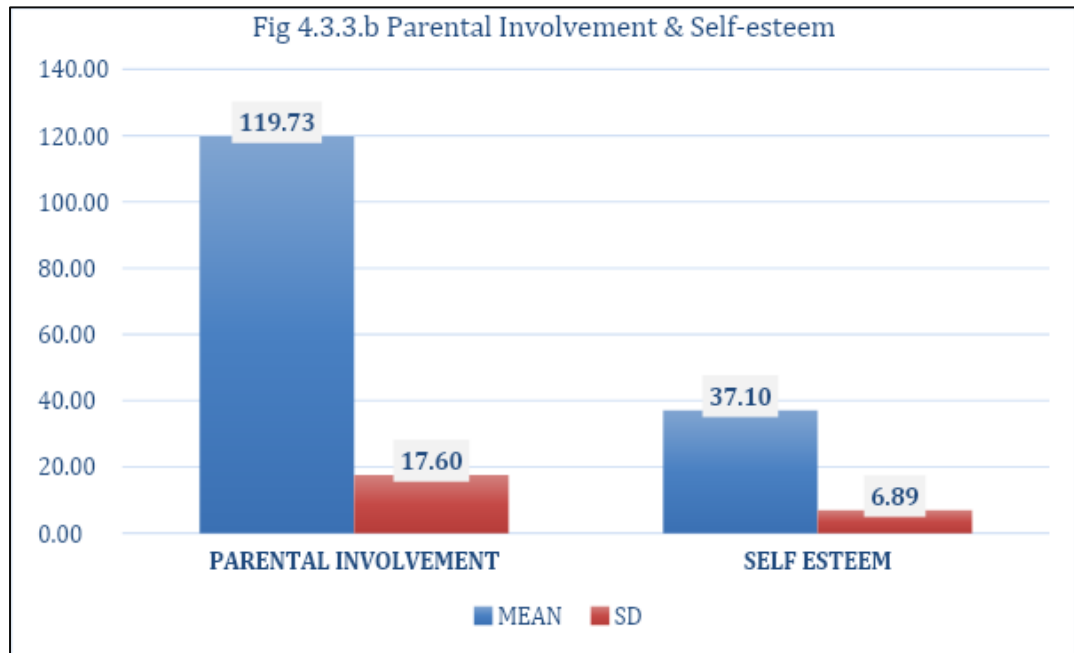
From Table 4.3.3.a

It can be observed from the above table that around 78.7% of the students under study have high level of parental involvement whereas, only a small percentage (3.0%) students have low level of parental involvement and not so significant percentage (18.3%) of students showed average level of have parental involvement.

Whereas it can be observed from the above table that around 36.8% of the students' significant level of self-esteem whereas, only a small percentage (1.9%) of students have low level of self-esteem at home and the highest percentage (61.2%) of students showed average level of self-esteem.

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table.

Table 4.3.3.b Parental Involvement & Self-esteem						
Variables	N	Mean	Median	Kurtosis	Skewness	Standard Deviation
Self-esteem	774	37.09	38	1.06	-0.73	6.89
Parental Involvement	774	119.71	123	4.43	-1.82	17.60



Interpretation:

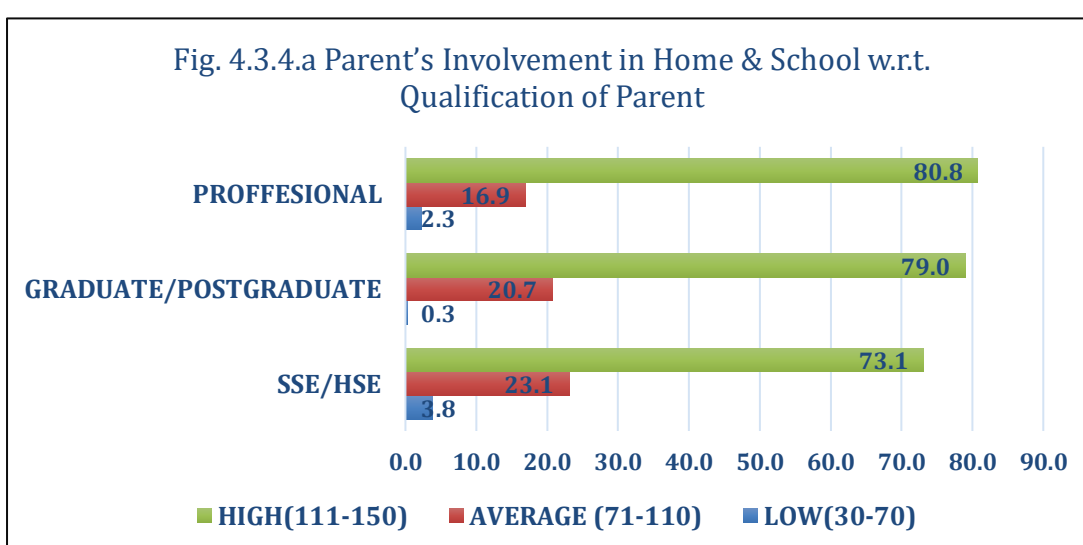
Table 4.3.3.b. depicts that the mean of self-esteem is 37.09 and parental involvement is 119.71. The standard deviation for the same samples are 6.89 and 17.60 respectively.

The value of the median is 38 for self-esteem of students and 123 for parental involvement.

Skewness scores for both parental involvement and self-esteem scores are negative. The value of Kurtosis is 1.06 for self-esteem of students and 4.43 for parental involvement which is greater than the normal distribution value 0.263. Thus, the distributions are platykurtic in this case.

4.3.4. To study the level of parental involvement in home and school activities of middle school students with reference to qualification of parents.

Table 4.3.4.a Parent's Involvement in Home & School w.r.t. Qualification of Parent							
		SSC/HSE		Graduate/Postgraduate		Professional/Vocational	
Score	Level	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
30-70	Low	1	3.8%	2	0.3%	3	2.3
71-110	Average	6	23.1%	128	20.7%	22	16.9
111-150	High	19	73.1%	488	79.0%	105	80.8
Total		26	100%	618	100%	130	100%



Interpretation:

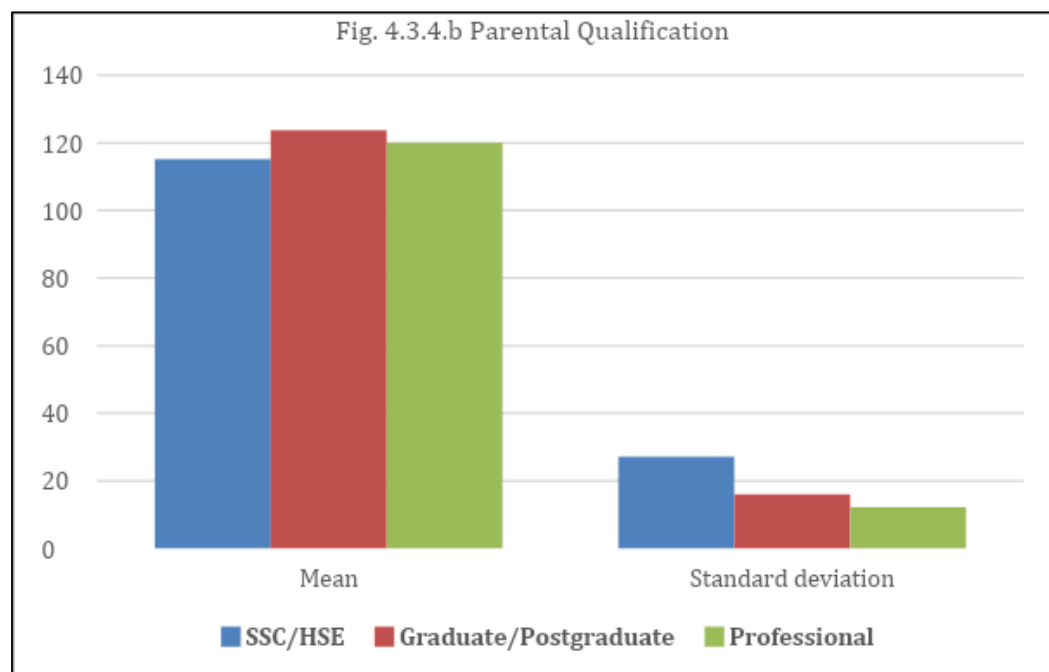
It can be observed from the above table that around 73.1% of the students under study have high level of parental involvement with reference to parent's qualification (SSC/HSE), whereas, only a small percentage (3.8%) of students have low level of parental involvement with reference to parent's qualification (SSC/HSE). A not so significant percentage (23.1%) of students showed average level of have average level of parental involvement with reference to parent's qualification (SSC/HSE).

Whereas it can be observed from the above table that around 79.0% of the students under study have high level of parental involvement with reference to parent's qualification (Graduate/Postgraduate), whereas, only a small percentage (0.3%) of students have low level of parental involvement with reference to parent's qualification (Graduate/Postgraduate). A not so significant percentage (20.7%) of students showed average level of have average level of parental involvement with reference to parent's qualification (Graduate/Postgraduate).

The same can be observed from the above table that around 80.8% of the students under study have high level of parental involvement with reference to parent's qualification (Vocational/Professional), whereas, only a small percentage (2.3%) of students have low level of parental involvement with reference to parent's qualification (Vocational/Professional). A not so significant percentage (16.9%) of students showed average level of have average level of parental involvement with reference to parent's qualification (Vocational/Professional).

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table 4.3.4.b

Table 4.3.4.b Parent's Qualification						
Parameter	N	Mean	Median	Kurtosis	Skewness	S. D
SSC/HSE	774	115.2	123.5	1.84	-1.66	27.17
Graduate/Postgraduate		123.7	126.5	7.54	-2.27	16.05
Professional		120	122	0.12	-0.722	12.24



Interpretation:

Table 4.3.4.b depicts that the mean of SSC/HSE qualified parents' is 115.2 which is comparatively less than the score of Graduate/Postgraduate qualified parents' 123.7

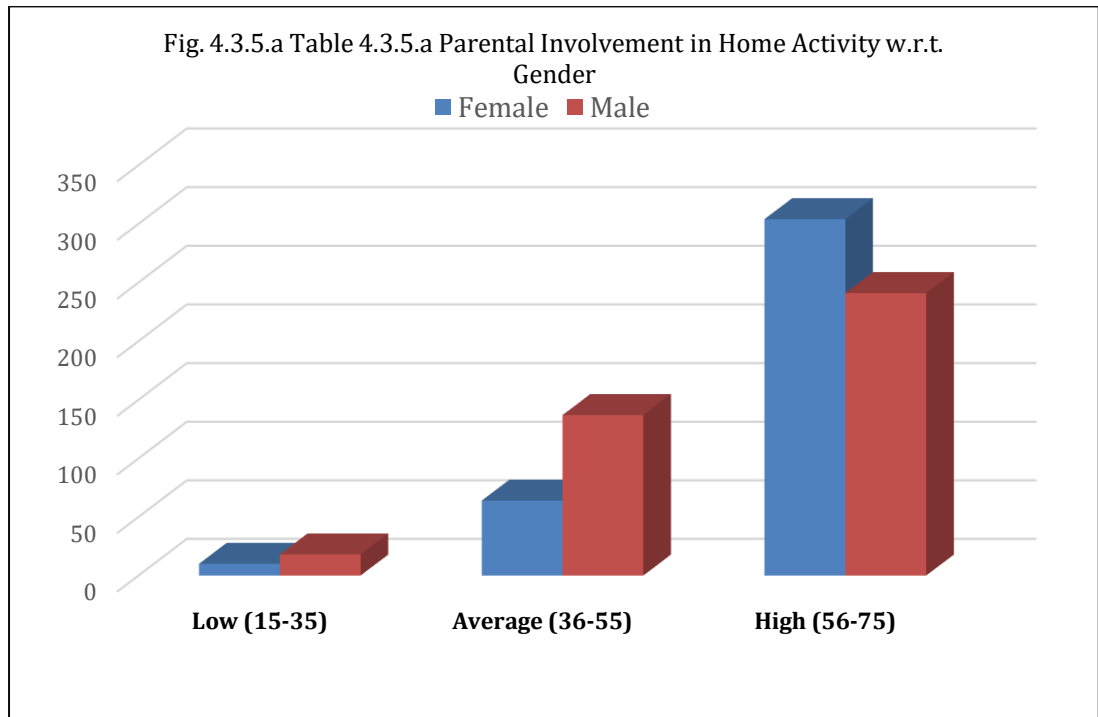
and it is greater than the professionally qualifies parents 120. The standard deviation for the same samples are 27.17, 16.5 and 12.24 respectively.

The value of the median is 123.5, 126.5 and 122 respectively for SSC/HSE, Graduate/Postgraduate and Professionally qualified parents which is more than its mean. Hence it is negatively skewed.

The value of Kurtosis is 1.84, 7.54 and 0.12 respectively for parental qualification SSC/HSE, Graduate/Postgraduate and Professional which is greater than the normal distribution value 0.263. Thus, the distributions are platykurtic in these cases.

4.3.5 To study the level of parental involvement in home activities of middle school students with reference to gender.

Table 4.3.5.a Parental Involvement in Home Activity w.r.t Gender					
		Female		Male	
Score	Level	Frequency	Percentage	Frequency	Percentage
15-35	Low	10	2.6%	18	4.5%
36-55	Average	64	16.9%	137	34.6%
56-75	High	304	80.4%	241	60.9%
Total		378	100%	396	100%



Interpretation:

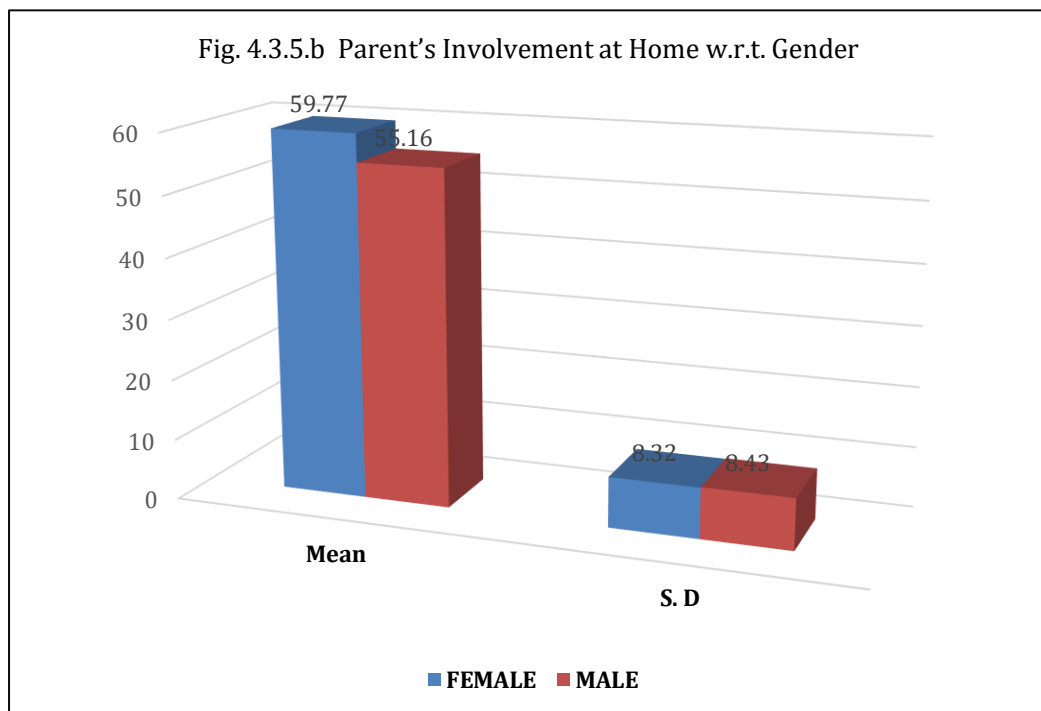
Table 4.3.5.a

It can be observed from the above table that around 80.4% of the female students under study have high level of parental involvement at home whereas, only a small percentage (2.6%) of female students have low level of parental involvement at home and not so significant percentage (16.9%) of female students showed average level of have average level of parental involvement at home.

Whereas it can be observed from the above table that around 60.9% of the male students under study have high level of parental involvement at home whereas, only a small percentage (4.5%) of male students have low level of parental involvement at home and a significant percentage (34.6%) of male students showed average level of have average level of parental involvement at home.

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table 4.3.5.b

4.3.5.b Parent's Involvement at Home w.r.t. Gender						
Parameters	N	Mean	Median	Kurtosis	Skewness	S. D
FEMALE	378	59.77	61	3.39	-1.68	8.32
MALE	396	55.16	57	4.36	-1.86	8.43



Interpretation:

Table 4.3.5.b depicts that the mean of parental involvement in home activities for females score is 59.77 and for male it is 55.16 The standard deviation for the same

samples are 8.32 and 8.43 respectively.

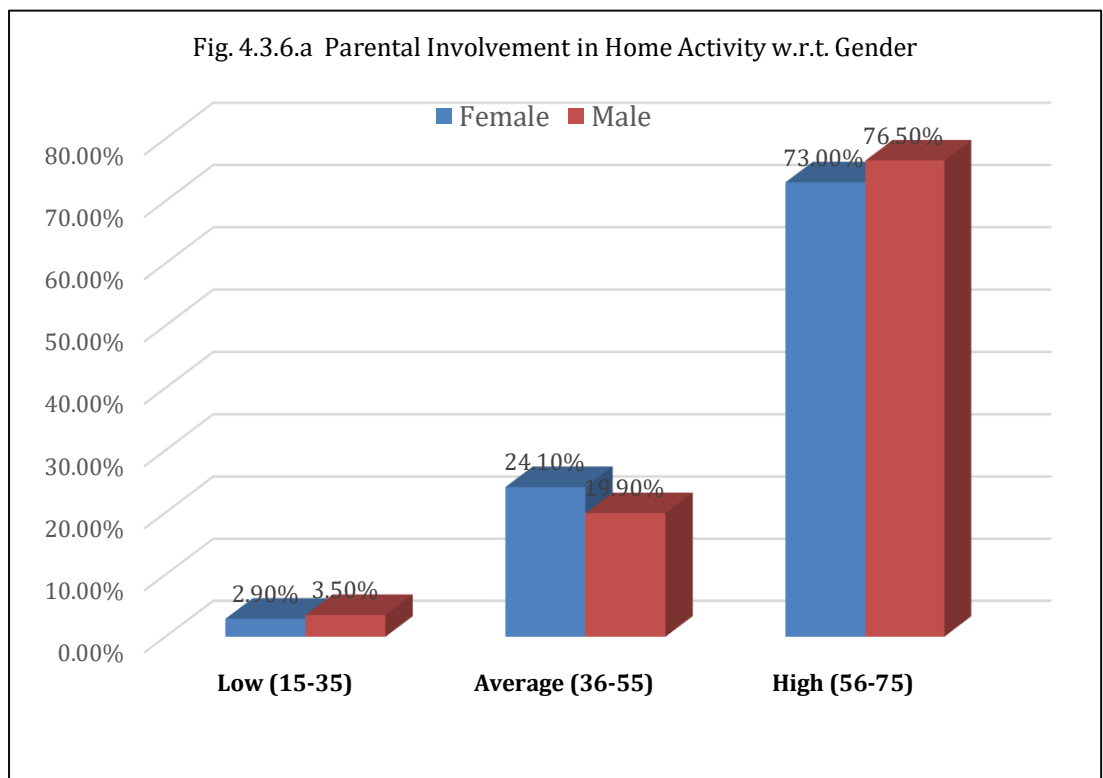
The value of the median is 61 for parental involvement in home activities for females and 57 for the male students.

Skewness scores of both parental involvement for female and for male students are negative as the scores are clustered around the right tail of the distribution while the left tail of the distribution is longer.

The value of Kurtosis is 3.39 for females and 4.36 for male students which is greater than the normal distribution value 0.263. Thus, the distributions are platykurtic in these cases.

4.3.6 To study the level of parental involvement in school activities of middle school students with reference to gender.

4.3.6.a Parental Involvement in School Activity w.r.t. Gender					
		Female		Male	
Score	Level	Frequency	Percentage	Frequency	Percentage
15-35	Low	11	2.9%	14	3.5%
36-55	Average	91	24.1%	79	19.9%
56-75	High	276	73.0%	303	76.5%
Total		378	100%	396	100%



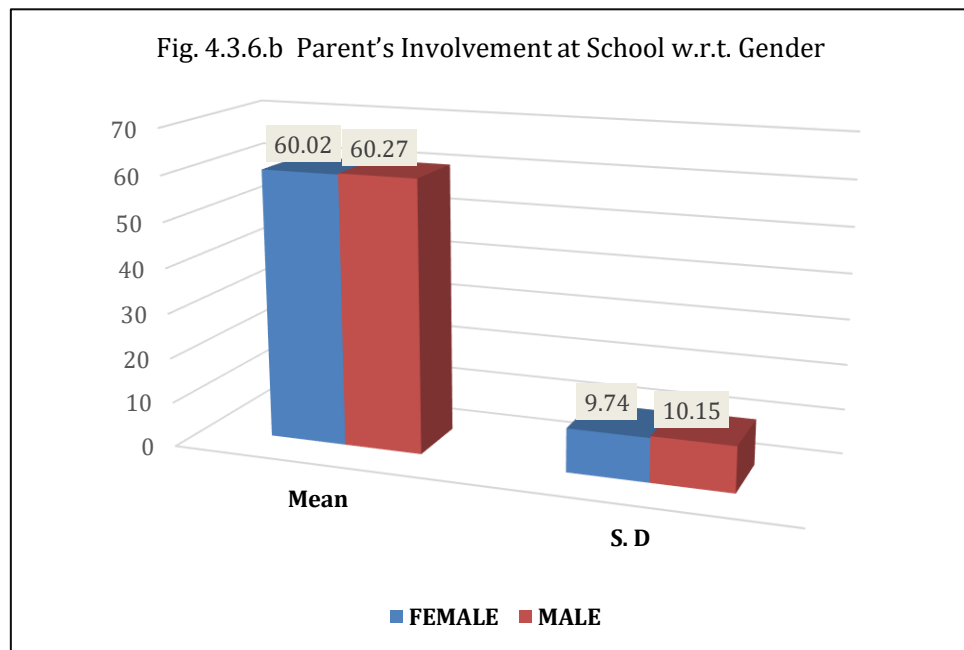
Interpretation:

It can be observed from the above table that around 73.0% of the female students under study have high level of parental involvement at school activities whereas, only a small percentage (2.9%) of female students have low level of parental involvement at school and a significant percentage (24.1%) of female students showed average level of have average level of parental involvement in school activities.

Whereas it can be observed from the above table that around 76.5% of the male students under study have high level of parental involvement in school activities whereas, only a small percentage (3.5%) of male students have low level of parental involvement in school activities and not so significant percentage (19.9%) of male students showed average level of have average level of parental involvement in the school.

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table 4.3.6.b

Table 4.3.6.b Parent's Involvement in the school activities w.r.t. Gender						
PARAMETERS	N	Mean	Median	Kurtosis	Skewness	S. D
FEMALE	378	60.02	62	2.38	-1.23	9.74
MALE	396	60.27	62	3.72	-1.57	10.15



Interpretation:

Table 4.3.6.b depicts that the mean of parental involvement in school activities for females score is 60.02 and for male it is 60.27 The standard deviation for the same samples are 9.74 and 10.15 respectively.

The value of the median is 62 for parental involvement in school activities for both

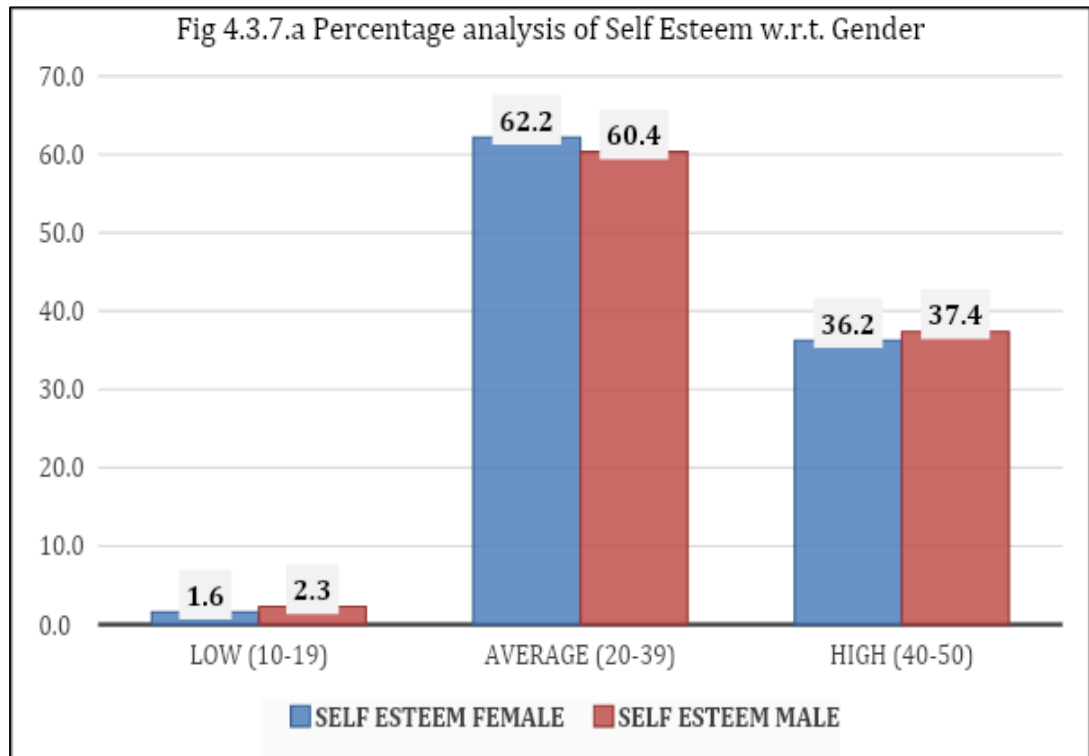
females and male students.

Skewness scores of both parental involvement for female and for male students are negative as the scores are clustered around the right tail of the distribution while the left tail of the distribution is longer.

The value of Kurtosis is 2.38 for females and 3.72 for male students which is greater than the normal distribution value 0.263. Thus, the distributions are platykurtic in these cases.

4.3.7 To study the level of the self-esteem of middle school students with reference to gender.

Table 4.3.7.a Self-Esteem score of students with reference to Gender					
		Male		Female	
Score	Level	Frequency	Percentage	Frequency	Percentage
10-19	Low	9	2.3%	6	1.6%
20-39	Average	239	60.4%	234	62.2%
40-50	High	148	37.4%	137	36.2%
	Total	396	100%	377	100%

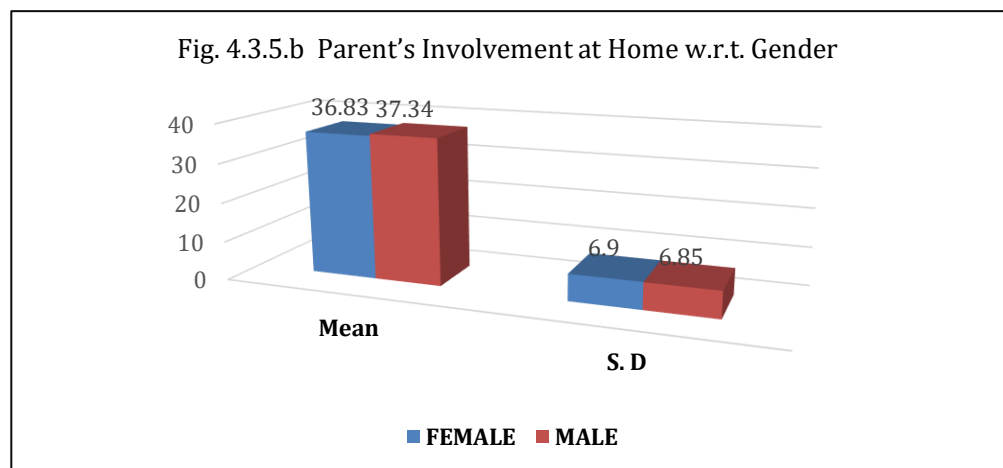


It can be observed from the above table that around 37.4% of the students under study have high level of self-esteem with reference to gender (male), whereas, only a small percentage (2.3%) of students showed lower level of self-esteem with reference to gender (male). A significant percentage (60.4%) of students showed average level of self-esteem with reference to gender (male).

Whereas it can be observed from the above table that around 36.2% of the students under study have high level of self-esteem with reference to gender (female), whereas, only a small percentage (1.6%) of students showed lower level of self-esteem with reference to gender (female). A significant percentage (62.2%) of students showed average level of self-esteem with reference to gender (female).

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table 4.3.7.b

Table 4.3.7.b Self-esteem w.r.t. Gender						
Parameter s	N	Mean	Median	Kurtosis	Skewness	S.D
FEMALE	378	36.83	38	0.90	-0.68	6.9
MALE	396	37.34	38	1.27	-0.79	6.85



Interpretation:

Table 4.3.7.b depicts that the mean of self-esteem for females score is 36.83 and for male it is 37.34. The standard deviation for the same samples are 6.9 and 6.85 respectively.

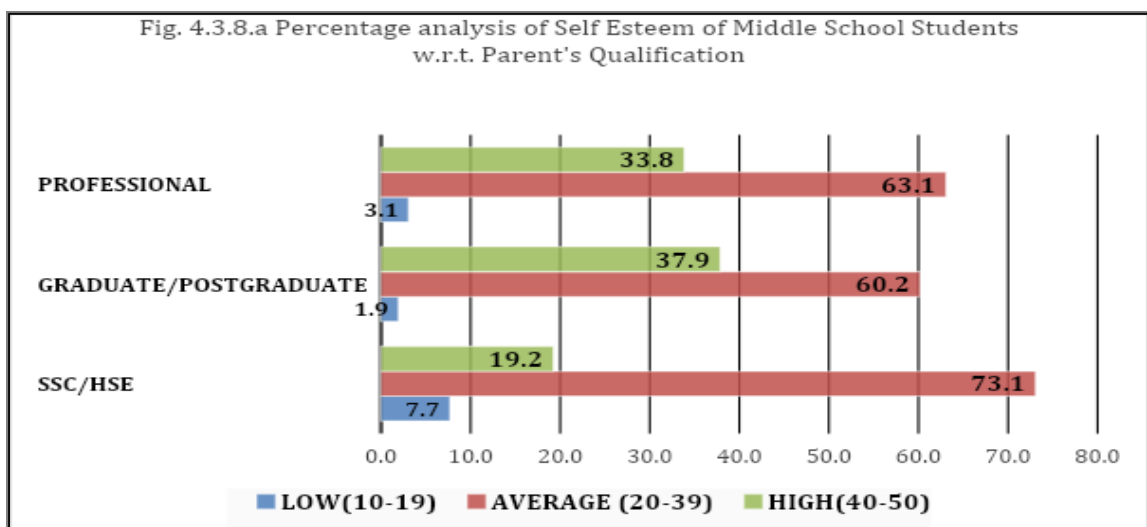
The value of the median is 38 for self-esteem both for females and for the male students.

Skewness scores of both parental involvement for female and for male students are negative as the scores are clustered around the right tail of the distribution while the left tail of the distribution is longer.

The value of Kurtosis is 0.90 for females and 1.27 for male students which is greater than the normal distribution value 0.263. Thus, the distributions are platykurtic in these cases.

4.3.8 To study the level of the self-esteem of middle school students with reference to parental qualification.

Table 4.3.8.a Self-Esteem of students with reference to parental qualification							
		SSC/HSE		Graduate/Postgraduate		Professional/Vocational	
Score	Level	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
10-19	Low	2	7.7%	12	1.9%	4	3.1%
20-39	Average	19	73.1%	372	60.2%	82	63.1%
40-50	High	5	19.2%	234	37.9%	44	33.8%
Total		26	100%	618	100%	130	100%



Interpretation:

Table 4.3.8.a

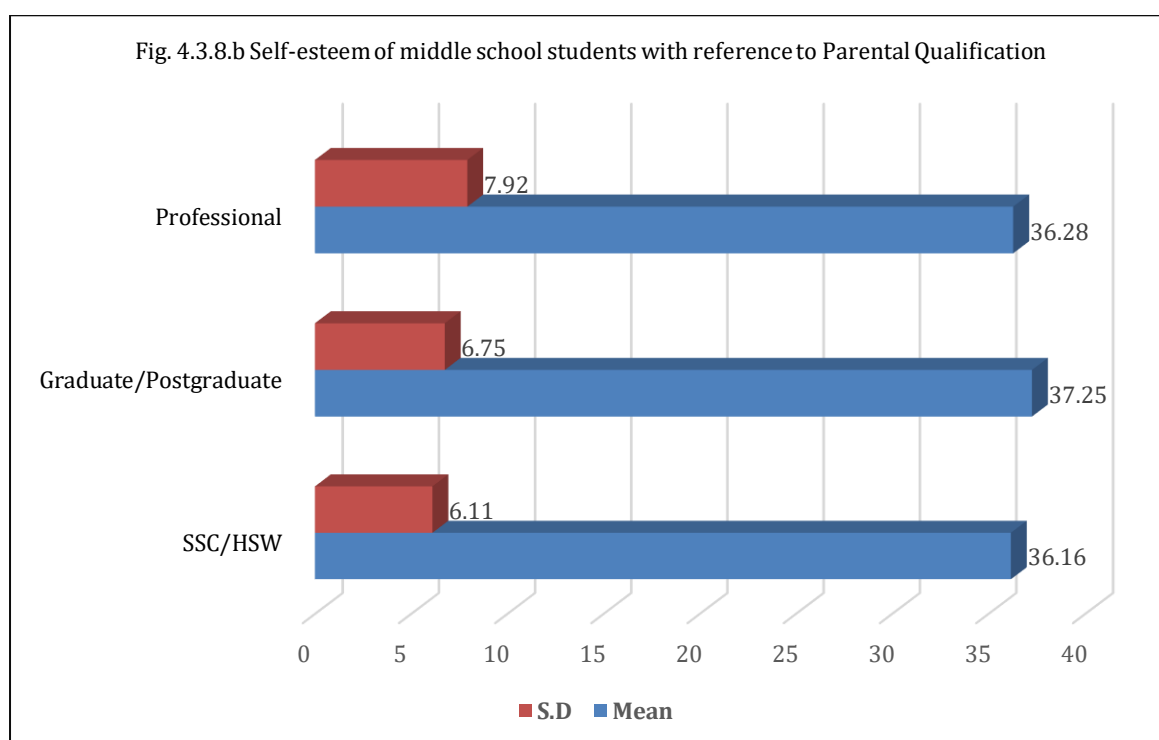
It can be observed from the above table that around 73.1% of the students under study have average level of self-esteem with reference to parent's qualification (SSC/HSE), whereas, only a small percentage (7.7%) of students have low level of self-esteem with reference to parent's qualification (SSC/HSE). A not so significant percentage (19.2%) of students showed high level of have average level of self-esteem with reference to parent's qualification (SSC/HSE).

Whereas it can be observed from the above table that around 37.9% of the students under study have high level of self-esteem with reference to parent's qualification (Graduate/Postgraduate), whereas, only a small percentage (1.9%) of students have low level of self-esteem with reference to parent's qualification (Graduate/Postgraduate). A significant percentage (60.2%) of students showed average level of have average level of self-esteem with reference to parent's qualification (Graduate/Postgraduate).

The same data can be can be observed from the above table that around 33.8% of the students under study have high level of self-esteem with reference to parent's qualification (Vocational/Professional), whereas, only a small percentage (3.1%) of students have low level of self-esteem with reference to parent's qualification (Vocational/Professional). A significant percentage (63.1%) of students showed average level of have average level of self-esteem with reference to parent's qualification (Vocational/Professional).

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table 4.3.8.b

Table 4.3.8.b Self-esteem of middle school students with reference to Parental Qualification						
Level	N	Mean	Median	Kurtosis	Skewness	S.D
SSC/HS w	25	36.16	37	1.23	-0.78	6.11
Gradua te/Postg	618	37.25	38	0.97	-0.68	6.75
Professi onal	131	36.28	37	0.64	-0.70	7.92



Interpretation:

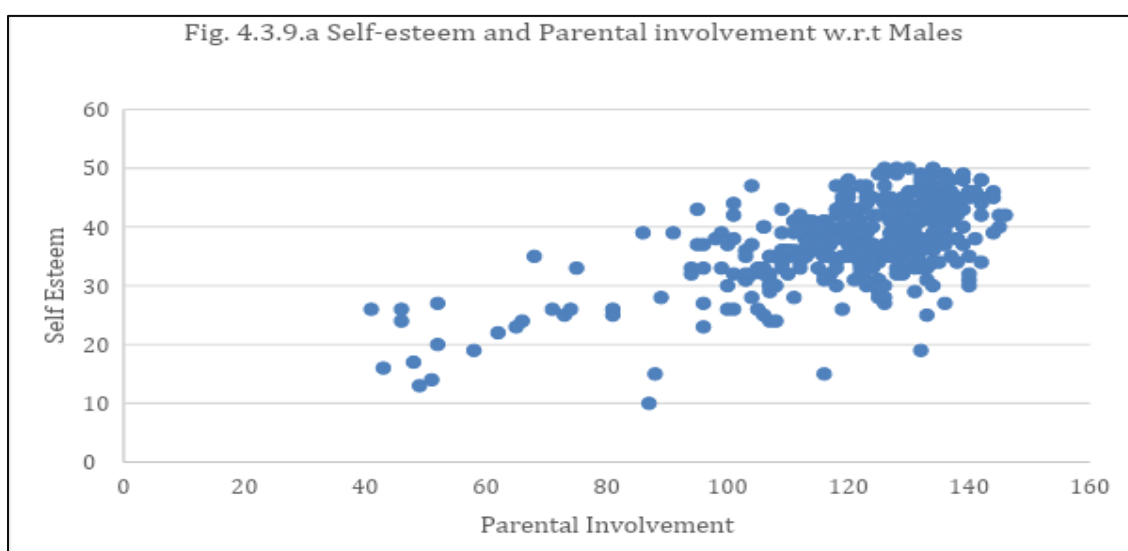
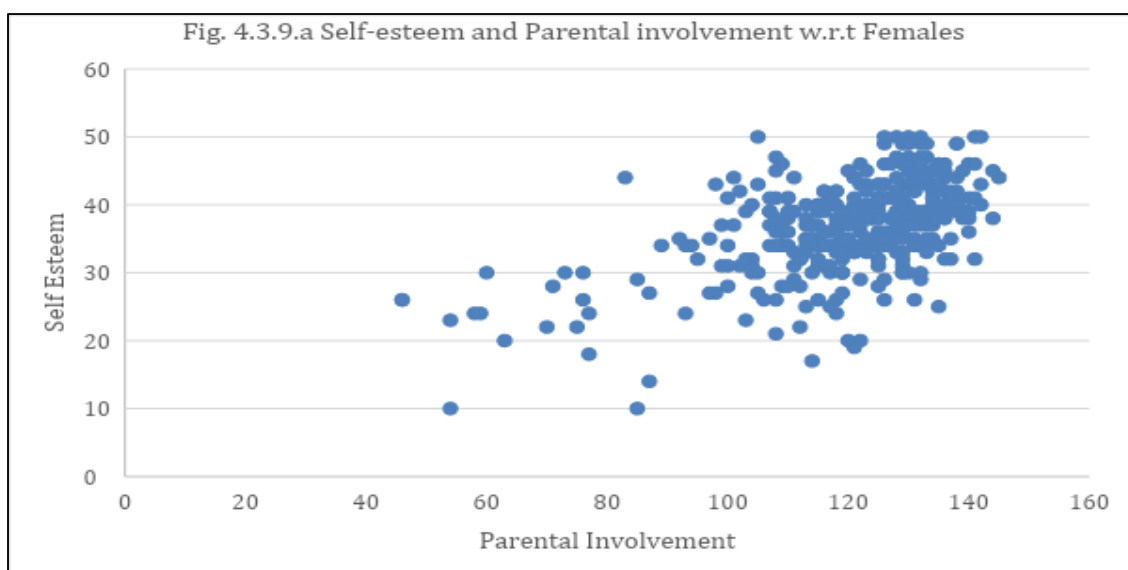
Table 4.3.8.b depicts that the mean of SSC/HSE qualified parents' is 36.16 which is almost same as the score of Graduate/Postgraduate qualified parents' 37.25 and the professionally qualifies parents 36.28. The standard deviation for the same samples are 6.11, 6.75 and 7.92 respectively.

The value of the median is 37, 38 and 37 respectively for SSC/HSE, Graduate/Postgraduate and Professionally qualified parents. Hence it is negatively skewed.

The value of Kurtosis is 1.23, 0.97 and 0.64 respectively for parental qualification SSC/HSE, Graduate/Postgraduate and Professional which is greater than the normal distribution value 0.263. Thus, the distributions are platykurtic in these cases.

4.3.9 To study the relationship between self-esteem and parental involvement with reference to gender.

Table4.3.9. a Self-esteem and Parental involvement w.r.t gender							
		Parental Involvement			Self-esteem		
Score	Level	Parameters	Frequency	Percentage	Score	Frequency	Percentage
30-70	Low	Male	14	3.5	10-19	9	2.3
		Female	9	2.4		6	1.6
71-110	Average	Male	70	17.7	20-39	239	60.4
		Female	72	19.0		234	61.9
111-150	High	Male	312	78.8	40-50	148	37.4
		Female	297	78.6		137	36.2



Interpretation:

From Table 4.3.9.a

It can be observed from the above table that around 78.8% of the male students under study have high level of parental involvement whereas, only a small percentage (3.5%) male students have low level of parental involvement and not so significant percentage (18.3%) of male students showed average level of have parental involvement.

Whereas it can be observed from the above table that around 37.4% of the male students have high level of self-esteem whereas, only a small percentage (2.3%) of

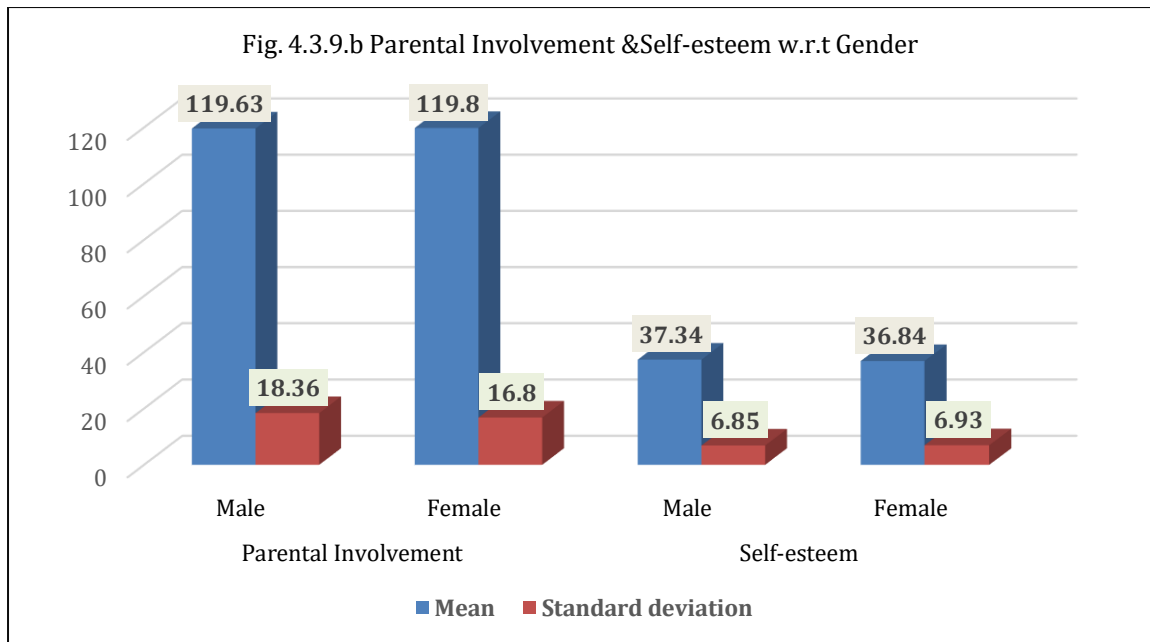
male students have low level of self-esteem highest percentage (60.4%) of male students showed average level of self-esteem.

Also, it can be observed from the above table that around 78.6% of the female students under study have high level of parental involvement whereas, only a small percentage (2.4%) female students have low level of parental involvement and not so significant percentage (19.0%) of female students showed average level of have parental involvement.

Whereas it can be observed from the above table that around 36.2% of the female students have high level of self-esteem whereas, only a small percentage (1.6%) of female students have low level of self-esteem highest percentage (61.9%) of female students showed average level of self-esteem.

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table 4.3.9.b

Table. 4.3.9.b Parental Involvement &Self-esteem w.r.t Gender							
Variables	Parameters	N	Mean	Median	Kurtosis	Skewness	Standard deviation
Parental Involvement	Male	396	119.63	123	4.70	-1.90	18.36
	Female	378	119.80	124	3.95	-1.75	16.80
Self-esteem	Male	396	37.34	38	1.2	-0.79	6.85
	Female	378	36.84	38	0.90	-0.68	6.93



Interpretation:

Table 4.3.9.b depicts that the mean of self-esteem of male students is 37.34 and parental involvement is 119.63. The standard deviation for the same samples are 6.85 and 16.80 respectively.

The value of the median is 38 for self-esteem of male students and 123 for the parental involvement of male students.

Skewness scores of both for parental involvement and self-esteem scores are negative. The value of Kurtosis is 1.2 for self-esteem of male students and 4.70 for parental involvement which is greater than the normal distribution value 0.263.

Thus, the distributions are platykurtic in these cases.

Whereas the mean of self-esteem of female students is 37.34 and parental involvement is 119.63. The standard deviation for the same samples are 6.85 and 16.80 respectively.

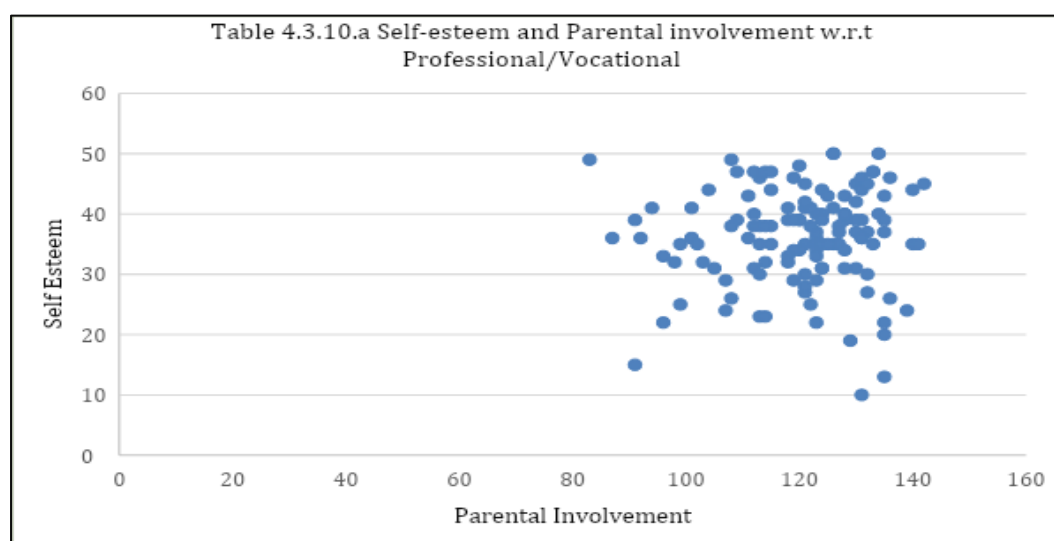
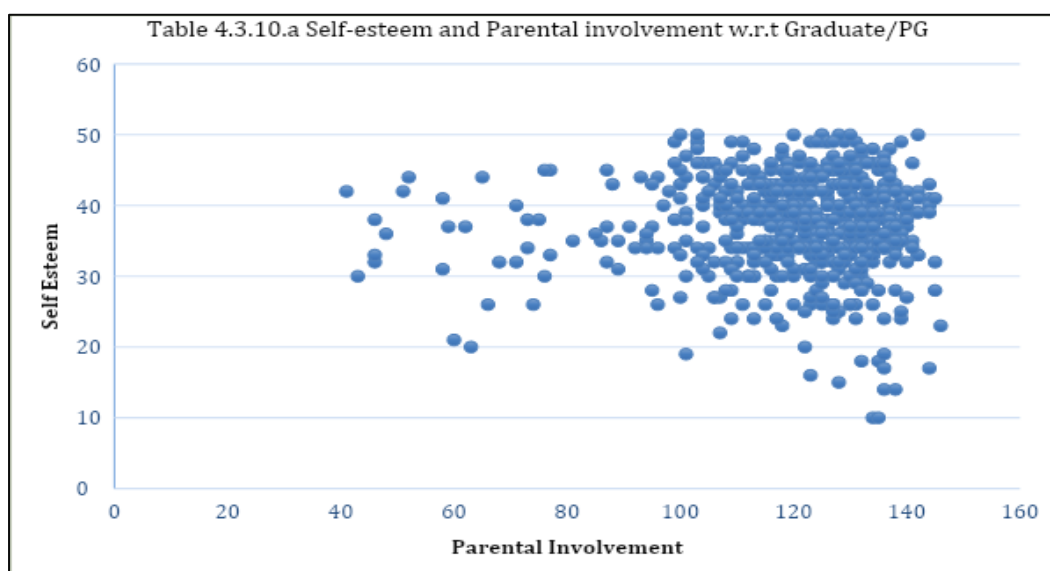
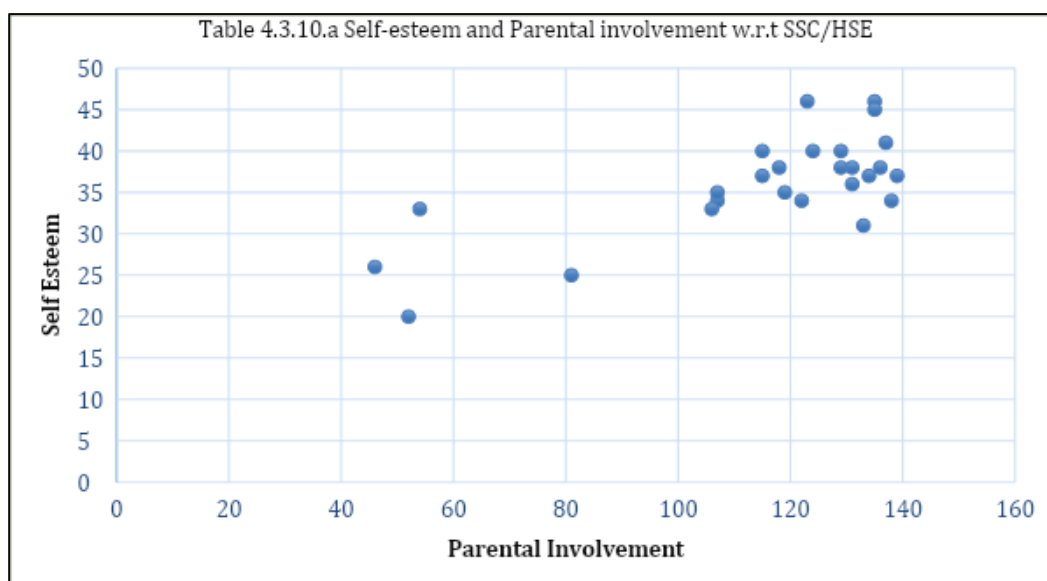
The value of the median is 38 for self-esteem of female students and 123 for the parental involvement of female students.

Skewness scores of both for parental involvement and self-esteem scores are negative. The value of Kurtosis is 1.2 for self-esteem of female students and 4.70 for parental involvement which is greater than the normal distribution value 0.263.

Thus, the distributions are platykurtic in these cases.

4.3.10 There is a relationship between parental involvement and self-esteem of students with respect to parental qualification.

Table 4.3.10.a Self-esteem and Parental involvement w.r.t Parental Qualification							
		Parental Involvement			Self-esteem		
Score	Level	Parameters	Frequency	Percentage %	Score	Frequency	Percentage %
30-70	Low	SSC/HSE	1	3.8	10-19	2	7.7
		GRAD/P.G	2	0.3		12	1.9
		PROFFETI ONAL	3	2.3		4	3.1
71-110	Average	SSC/HSE	6	23.1	20-39	19	73.1
		GRAD/P.G	128	20.7		372	60.2
		PROFESSI ONAL	22	16.9		82	63.1
111-150	High	SSC/HSE	19	73.1	40-50	5	19.2
		GRAD/P.G	488	79.0		234	37.9
		PROFESSI ONAL	105	80.8		44	33.8



Interpretation:

Table 4.3.10.a

It can be observed from the above table that around 73.1% of the students under study have high level of parental involvement and around 19.2% of the students under study have high level of self-esteem. Whereas, only a small percentage (3.8%) of students have low level of parental involvement and (7.7%) of students have low level of self-esteem and not so significant percentage (23.1%) of students showed average level of parental involvement and a significant percentage (73.1%) of students showed average level of self-esteem with reference to parent's qualification (SSC/HSE).

It can be observed from the above table that around 79.0% of the students under study have high level of parental involvement and around 37.9% of the students under study have high level of self-esteem. Whereas, only a very small percentage (0.3%) of students have low level of parental involvement and (1.9%) of students have low level of self-esteem and not so significant percentage (20.7%) of students showed average level of parental involvement and a significant percentage (60.2%) of students showed average level of self-esteem with reference to parent's qualification (Graduation/Post Graduation).

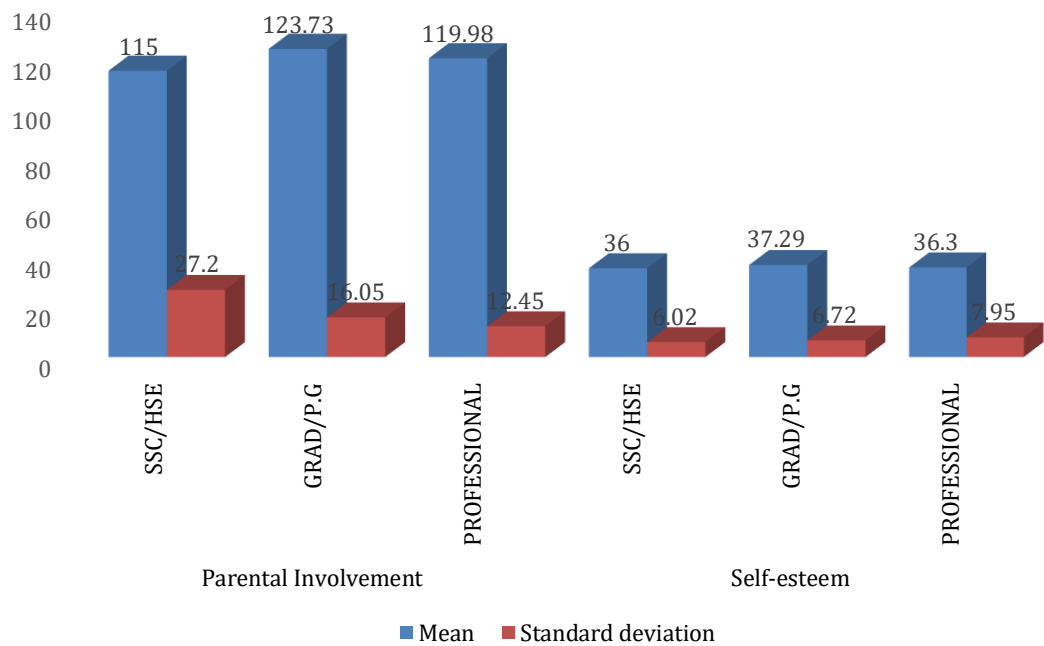
And it can be observed from the above table that around 80.8% of the students under study have high level of parental involvement and around 33.8% of the students under study have high level of self-esteem. Whereas, only a very small percentage (2.3%) of students have low level of parental involvement and (3.1%) of students have low level of self-esteem and not so significant percentage (16.9%) of students showed average level of parental involvement and a significant percentage (63.1%) of students showed average level of self-esteem with reference to parent's qualification (Professional/Vocational).

In order to understand the distribution of scores, the mean and standard deviation were calculated and are indicated in table.

Table 4.3.10.b Parental Involvement & Self-esteem w.r.t Parental Qualification

Variables	Parameters	N	Mean	Median	Kurtosis	Skewness	Standard deviation
Parental Involvement	SSC /HSE	26	115	124	1.85	-1.7	27.2
	GRAD/ P.G	618	123.73	126.5	7.54	-2.27	16.05
	PROFES SIO	130	119.98	122	0.12	-0.72	12.45
Self-esteem	SSC /HSE	26	36	37	1.23	-0.72	6.02
	GRAD/ P.G	618	37.29	38.00	1.13	-0.74	6.72
	PROFES SIO	130	36.30	37.00	0.63	-0.71	7.95

Fig. 4.3.10.b Parental Involvement & Self-esteem w.r.t Parental Qualification



Interpretation:

Table 4.3.10.b depicts that the mean of self-esteem of students is 37.34 and parental involvement is 119.63. The standard deviation for the same samples are 6.85 and 16.80 respectively.

The value of the median is 38 for self-esteem of male students and 123 for the parental involvement of male students.

Skewness scores of both for parental involvement and self-esteem scores are negative. The value of Kurtosis is 1.2 for self-esteem of male students and 4.70 for parental involvement which is greater than the normal distribution value 0.263. Thus, the distributions are platykurtic in these cases.

Whereas the mean of self-esteem of female students is 37.34 and parental involvement is 119.63. The standard deviation for the same samples are 6.85 and 16.80 respectively.

The value of the median is 38 for self-esteem of female students and 123 for the parental involvement of female students.

Skewness scores of both for parental involvement and self-esteem scores are negative.

The value of Kurtosis is 1.2 for self-esteem of female students and 4.70 for parental involvement which is greater than the normal distribution value 0.263.

Thus, the distributions are platykurtic in these cases.

4.4 Conclusion:

The researcher carried out the analysis of the data using differential data analysis i.e., mean and standard deviation and has interpreted the data based on the same. The inferential data analysis is done in the next chapter related to testing of hypothesis.

References:

- ¹⁴ Frost, J., Singh, A., Abbott, M., Toote, E., Lia, Caywood, R., . . . John. (2022, March 23). Measures of central tendency: Mean, median, and mode. Retrieved May 18, 2022, from <https://statisticsbyjim.com/basics/measures-central-tendency-mean-median-mode/>
- ¹² Frost, J., Singh, A., Abbott, M., Toote, E., Lia, Caywood, R., . . . John. (2022, March 23). Measures of central tendency: Mean, median, and mode. Retrieved May 18, 2022, from <https://statisticsbyjim.com/basics/measures-central-tendency-mean-median-mode/>
- ¹³ Ganti, A. (2022, February 08). Median definition. Retrieved May 18, 2022, from <https://www.investopedia.com/terms/m/median.asp>

CHAPTER-5

CHAPTER 5

INFERENTIAL DATA ANALYSIS

5.1 Introduction:

“¹⁷When the data has been obtained, it is necessary to organize that for interpretation and presentation. Qualitative data may have¹² to be summarized and quantitative data may have to be treated statistically to make their significance clear” (Oliver, 1930).

Analysis of data means studying the tabulated material in order to determine present facts of means. It involves in breaking up the complex factors into simpler parts and putting the parts together in a new agreement for the purpose of interpretation. According to Kerlinger (1964), “¹⁶ Analysis means categorizing, ordering, manipulating and summarizing of data to obtain answer to research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that the relation of research problems can be studied and test. Analysis of data done on the basis of hypotheses set earlier.”

5.2. Inferential Statistical Measures:

Inferential statistics are the statistical procedures that are used to reach conclusions about associations between variables. They differ from descriptive statistics in that they are explicitly designed to test hypotheses.

Parametric Statistics

Inferential statistics, is also called inductive statistics and it falls into one of two categories: test for difference of means and test for statistical significance. The latter one further subdivided into parametric and non-parametric. Parametric tests assume that the data are normally, or near normally, distributed. Some of the popular parametric tests used are t-test, the analysis of variance and Pearson correlation coefficient.

To test the null hypothesis of the present study, the statistical techniques used were:

t-test – A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain features. t--test is considered an appropriate test for judging the significance of a sample mean sample when population variance is not known. Calculating a t-test requires three key data values. They include the difference between the mean values from each data set (called the mean difference), the standard deviation of each group, and the number of data values of each group.

The formula for t-test is:

$$t = \frac{\text{Difference between means}}{\text{Standard error of difference between means}} = M_1 - M_2 / \sigma_D$$

Where standard error of difference is calculated with the formula:

$$SE_D \text{ or } \sigma_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

We refer to the table of t-distribution which gives the critical values based on the calculated degree of freedom.

Degree of freedom is calculated using the formula:

$$df = (N_1 + N_2) - 2$$

Analysis of Variance –A composite procedure for testing simultaneously the difference between several sample means is known as the analysis of variance. It helps to know whether any of the differences between the means of the given samples are significant. If the researcher finds that there is a significant difference in the value calculated then the pairs are examined using t-test to check the significance. If significant difference is not found using analysis of variance test, then there is no need to go for t- test and the hypothesis gets accepted.

In such a test, as the name implies, analysis usually related with the variances. Variance is simply the arithmetic average of the squared deviation from their means. It is the square of the standard deviation (variance = σ^2). Variance has an additive

property, which the standard deviation with its square root does not possess. Variance on this account can be added up and broken down into components. Hence, the term 'analysis of variance' deals with the task of analyzing or breaking up the total variance of a large sample or a population consisting of a number of equal groups or sub-samples into two components (two kinds of variances), given as follows:

1. "Within-groups" variance: This is the average variance of the members of each group around their respective group means, i.e., the mean value of the scores in a sample (as members of each group may vary among themselves).

2. "Between-groups" variance: This represents the variance of group means around the total or grand mean of all groups, i.e., the best estimate of the population mean (as the group means may vary considerably from each other).

F- ratio is calculation which is the comparison of the size of between groups variance and within groups variance.

$$F = \frac{\text{variance of group means}}{\text{mean of the within group variance}}$$

Interpretation is made by comparing these F- ratios with the critical F values from the table for computed degrees of freedom at a given level of significance.

Pearson's Product-Moment Method- ¹⁵The coefficient of correlation computed by this method is known as the product-moment coefficient of correlation or Pearson's correlation coefficient and symbolically represented by r. It is calculated by using the formula:

$$r_{XY} = \frac{\sum xy}{N\sigma x\sigma y} \quad \text{or} \quad r_{XY} = \frac{\sum xy}{\sum x^2 \sum y^2}$$

Where, r_{XY} = Correlation between X and Y (two sets of scores)

x = deviation of any X- score from the mean in test X

y = deviation of corresponding Y-score from the mean in test Y

$\sum xy$ = Sum of all the product of deviation

$\sum x^2$ = Sum of the square of x

$\sum y^2$ = Sum of the square of y

Using this formula r value is calculated. The higher the r value, the larger will be the degree of correlation. This formula was used to find the correlation between parental involvement and self-esteem of middle school students.

5.3 Hypothesis Testing:

Null Hypothesis:

For this study, null hypotheses (H_0) were framed. The null hypothesis is a characteristic arithmetic theory suggesting that no statistical relationship and significance exists in a set of given, single, observed variables between two sets of observed data and measured phenomena. The hypotheses play an important role in testing the significance of differences in experiments and between observations. H_0 symbolizes the null hypothesis of no difference. It presumes to be true until evidence indicates otherwise.

Coefficient of correlation:

The coefficient of correlation ' r ' is a statistical measure of the strength of the relationship between the relative movements of two or more variables or two or more sets of data. The values range between -1.0 and + 1.0. A coefficient of correlation is between the two geometric mean of the two variables. Wherein a high (+) correlation ' r ' means that two or more variables have strong relationship with each other, while a weak or (-) correlation ' r ' means that the variables are hardly related to each other or have any significant

relationship. The formula used of calculating 'r' is as follows:

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{(N \sum y^2 - (\sum x)^2)(N \sum x^2 - (\sum y)^2)}}$$

Where the X= sum of scores of variable 1 Y = sum of scores of variable 2

N= size of the total sample the strength of 'r'

The numerical value indicates the extent of correlation between two variables on the following grounds.

Range of 'r'

± 0.00 to ± 0.20

± 0.20 to ± 0.40

± 0.40 to ± 0.70

± 0.70 to ± 0.100

correlation

Extent of relationship

Denotes negligible relationship

Denotes low relationship

Denotes moderate relationship

Denotes high level to very high

Setting up the level of Significance

When a hypothesis is rejected at 0.05 or 5% level of significance, it shows that the chances are 95 out of 100, that the hypothesis is not true and only 5 chances out of 100 that it is true. To make it more rigid, the researcher may use the 0.01 level or 1% level of significance. If a hypothesis is rejected at this level, the chances are 99 out of 100, that the hypothesis is not true and that only 1 chance out of 100 is true. For this study, the significance levels adopted was 0.01 and if the hypothesis is accepted at 0.01 then the researcher checked the significance at 0.05 level.

5.3 Inferential analysis of the present data

HYPOTHESIS 1 - There is a no significant relationship between parental involvement and self-esteem of middle school students.

Table 5.3.1 Relationship between Parental involvement and self-esteem of students.							
Variables	N	df	Mean	SD	r -value	Level of Significance 0.01	Ho Accepted or Rejected
Parental Involvement	774	772	119.73	17.73	0.58	Significant	Rejected
Self Esteem			37.10	6.89			

Interpretation

From Table 5.3.1

- The obtained value of coefficient of correlation 'r' after correlating parental involvement and self-esteem was found to be 0.58.
- The positive value of 'r' indicates a moderate relationship existing between both parental involvement and self-esteem.
- Since the obtained 'r' value is higher than the table value of 'r' which is 0.09 at 0.01 level of significance, it indicates that the correlation between the parental involvement and self-esteem of students is statistically significant and therefore the null hypothesis is rejected at 0.01 level of significance.
- There is a significant correlation between the parental involvement and self-esteem of middle school students.

- There is a relationship between parental involvement and self-esteem of students.

HYPOTHESIS 2 - There is no significant relationship between parental involvement and self-esteem of Students with respect to parental qualification.

Table No 5.3.2 Relationship between parental involvement and self-esteem of students with respect to parental qualification.									
Parameters	Variable	N	Σxy	Mean	SD	df	r-value	Level of Significance 0.01/0.05	Ho Accepted or Rejected
SSC/HSE	PI	26	2807 252	11 5.23	27.16	48	0.72	Significant	Rejected
	SE	26		36.04	6.02				
Graduates/Post Graduates	PI	618	1707 6855 54	11 9.90	17.40	123 4	0.01	Not-Significant	Accepted
	SE	618		37.29	6.71				
Professional	PI	130	7360 2243	11 9.98	12.45	258	0.05	Not-Significant	Accepted
	SE	130		36.30	7.95				

Interpretation

From Table 5.3.2

- The obtained value of coefficient of correlation 'r' after correlating parental involvement and self-esteem of students w.r.t Parental Qualification SSC/HSE is 0.72.
- The positive value of 'r' indicates a high-level relationship existing between both parental involvement and self-esteem w.r.t Parental Qualification SSC/HSE.
- Since the obtained 'r' value is higher than the table value of 'r' which is 0.35 at 0.01 level of significance, it indicates that the correlation between the parental involvement and self-esteem of students w.r.t Parental Qualification SSC/HSE is statistically significant and therefore the null hypothesis is rejected at 0.01 level of significance.
- Hence, it is significant at 0.01 (1%) level of significance.
- There is a relationship between parental involvement and self-esteem of students with respect to SSC/HSE qualified Parents.
- The obtained value of coefficient of correlation 'r' after correlating parental involvement and self-esteem of students w.r.t Parental Qualification Graduation/Post Graduation is 0.01.
- The positive value of 'r' indicates a negligible relationship existing between both parental involvement and self-esteem w.r.t Parental Qualification Graduation/Post Graduation.

- Since the obtained 'r' value is lower than the table value of 'r' which is 0.06 at 0.05 level of significance, it indicates that the correlation between the parental involvement and self-esteem of students w.r.t Parental Qualification Graduation/Post Graduation is statistically not-significant and therefore the null hypothesis is accepted at 0.05 level of significance.
- Hence, it is not significant at 0.01 & 0.05 level of significance.
- There is no relationship between parental involvement and self-esteem of students with respect to Graduate/Post Graduate Parents.
- The obtained value of coefficient of correlation 'r' after correlating parental involvement and self-esteem of students w.r.t Parental Qualification Professional/Vocational 0.05.
- The positive value of 'r' indicates a negligible relationship existing between both parental involvement and self-esteem w.r.t Parental Qualification Professional/Vocational.
- Since the obtained 'r' value is lower than the table value of 'r' which is 0.12 at 0.05 level of significance, it indicates that the correlation between the parental involvement and self-esteem of students w.r.t Parental Qualification Professional/Vocational is statistically not-significant and therefore the null hypothesis is accepted at 0.05 level of significance.
- Hence, it is not significant at 0.01 & 0.05 level of significance.
- There is a relationship between parental involvement and self-esteem of students with respect to Professionally Qualified Parents.

HYPOTHESIS 3 There is no significant relationship between parental involvement and self-esteem of students with respect to gender.

Table No 5.3.3 Relationship between parental involvement and self-esteem of students with respect to gender.

Parameter	Variable	N	Σxy	SD	Df	r-value	Level of Sig. 0.01	Ho Accepted or Rejected
Male	PI	396	700581500	18.36	792	0.60	Significant	Rejected
	SE	396		6.85				
Female	PI	378	630607550	16.8	756	0.55	Significant	Rejected
	SE	378		6.93				

Interpretation

From the table 5.3.3

- The obtained value of coefficient of correlation 'r' after correlating parental involvement and self-esteem of students w.r.t Male Gender is 0.60.
 - The positive value of 'r' indicates a high-level relationship existing between both parental involvement and self-esteem w.r.t Male Gender.
 - Since the obtained 'r' value is higher than the table value of 'r' which is 0.09 at 0.01 level of significance, it indicates that the correlation between the parental involvement and self-esteem of students w.r.t Male Gender is statistically significant and therefore the null hypothesis is rejected at 0.01 level of significance.
 - Hence, it is significant at 0.01 (1%) level of significance.
 - There is a relationship between parental involvement and self-esteem of students with respect to Male Gender.
-
- The obtained value of coefficient of correlation 'r' after correlating parental involvement and self-esteem of students w.r.t Female Gender is 0.55.
 - The positive value of 'r' indicates a moderate relationship existing between both parental involvement and self-esteem w.r.t Female Gender.
 - Since the obtained 'r' value is higher than the table value of 'r' which is 0.09 at 0.01 level of significance, it indicates that the correlation between the parental involvement and self-esteem of students w.r.t Female Gender is statistically significant and therefore the null hypothesis is rejected at 0.01 level of significance.
 - Hence, it is significant at 0.01 (1%) level of significance.
 - There is a relationship between parental involvement and self-esteem of students with respect to Male Gender.

HYPOTHESIS 4 There is no significant relationship between parental involvement of students with respect to parental qualification.

ANOVA results of Parental Involvement: Level of Parental Qualification

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	551.81	4	137.95	0.47	0.76	3.34
Within Groups	225280.53	769	292.95			
Total	225832.34	773				

The obtained F value after comparing the scores of Parental Involvement with respect to parental qualification SSC/HSE, Graduate/Post Graduate and Professional was 0.47 which is less than the F table value 3.34. Therefore, the hypothesis is accepted at 0.05 level of significance.

Conclusion: There is no significant relationship between parental involvement of students with respect to parental qualification.

HYPOTHESIS 5 There is no significant relationship between self-esteem of students with respect to parental qualification.

ANOVA results of Self Esteem: Level of Parental Qualification

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	134.87	2	67.44	1.41	0.24	4.63
Within Groups	36897.83	771	47.86			
Total	37032.71	773				

The obtained F value after comparing the scores of Self-esteems with respect to parental qualification SSC/HSE, Graduate/Post Graduate and Professional was 1.41 which is

less than the F table value 4.63. Therefore, the hypothesis is accepted at 0.05 level of significance.

Conclusion: There is no significant relationship between self-esteem of students with respect to parental qualification.

5.4 Conclusion

After testing the hypotheses using the r-test the researcher was able to derive the results and make conclusions with respect to the study. The next chapter presents the major findings of the research.

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CHAPTER-6

CHAPTER 6

SUMMARY AND CONCLUSION

6.1 Introduction

Education was born with the birth of the human race, so it will continue to function as long as the human race lives. The boundaries of education are as wide as those of life. Its implications are rich and varied. In its derivative sense, the term education may be understood as 'educare' or 'educere'¹⁸.

'Educare' is a Latin word and it means to nourish", "to bring up, and "to rise". This means, educating a child means nourishing or bringing up the child according to certain ends and aims.

Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being. according to individual and social needs and directed towards the union of the educated with his creator as the final end.

The main purpose of the present study was to find out the correlation between parental involvement and self-esteem of middle school students. The study was delimited to 774 students of middle schools. In this study, self-made questionnaires along with standardized questionnaire was used for the collection of data. The study was delimited only to following psychological variables; parental involvement and self esteem

Parental involvement refers to the situation in which parents are directly involved in their children's academic and non- academic activities. Parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with better outcomes. The theories put forward have been supported, and reaffirmed, by numerous studies that have shown that good cooperation between schools,

homes and the communities can lead to academic achievement for students, as well as to reforms in education.

Increased parental involvement in school for academic, co-curricular, extra-curricular activities and at home like household chores, hobby classes, neighbors, grandparents, peers etc. has always shown to result in increased student success, mental satisfaction and increased self-esteem. Effective parental involvement programmes are built upon a careful consideration of the unique needs of the community. In order to build trust, effective approaches to parent involvement rely upon a strength-based approach, emphasizing positive interactions.

Self-esteem The term self-esteem comes from a Greek word meaning "reverence for self." The "self" part of self-esteem pertains to the values, beliefs and attitudes that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. Simplistically self-esteem is the acceptance of us for whom and what we are at any given time in our lives. Most researchers agree that parental affection/support is positively related to adolescent. Likewise, a parenting style that avoids the use of guilt, anxiety, and love withdrawal for use in controlling behavior appears to have a positive relationship with the self-esteem in adolescents appears to have a positive relationship with the self-esteem in adolescents.

6.2 STATEMENT OF THE PROBLEM

“A Correlational Study of Self Esteem and Parental Involvement in Activities of School Students.”

Objectives of the Study:

1. To study the level of self-esteem of middle school students.
2. To study the level of parental involvement of middle school students with reference to:
 - a. Home activities
 - b. School activities

3. To study the relationship between parental involvement and self-esteem of middle school students.
4. To study the level of parental involvement in activities of middle school students with reference to qualification of parents.
5. To study the level of parental involvement in home activities of middle school students with reference to gender.
6. To study the level of parental involvement in school activities of middle school students with reference to gender.
7. To study the level of the self-esteem of middle school students with reference to gender.
8. To study the level of the self-esteem of middle school students with respect to parental qualification.
9. To study the relationship between self-esteem and parental involvement with reference to gender.
10. To study the relationship between the self-esteem and parental involvement with reference to qualification of parents.

6.3 MAJOR FINDINGS AND INTERPRETATIONS OF THE STUDY

After collecting and analyzing the data, the researcher has to accomplish the task of drawing inferences through which she can expose relations and processes that underline his findings. The purpose of the research is not well served unless the findings are made known to others. As a matter of fact, even the most brilliant hypotheses, highly well designed and conducted research study, and the most striking generalizations and findings are of little value unless they are effectively communicated to others.

- ***There is a significant correlation between the parental involvement and self-esteem of middle students.*** The correlation was positive and denotes a moderate relationship between parental involvement and self-esteem of the students in accordance with the assumptions of the study, which is; with increased parental involvement the self-esteem of the students increases. It is also seen the research done by Damien Ramon Antoine (2015), the research indicated that there was a

definite correlation between parental involvement in their children and the levels at which they were involved with their children academically. Parental involvement has a positive impact on a child's psychological condition. The results confirmed the hypothesis that parental involvement contributes to self-esteem. This suggests that parental involvement and support are both important to a student's home activities as well as school activities. This study looked at parental involvement and parental support and how they uniquely contribute to adolescents' self-esteem. There are a multitude of benefits that can be shared and enjoyed by the student, parent, and the school when parents become involved. Research has shown that students have higher self-esteem in the activities when parents provide support.

- ***There is a significant correlation between parental involvement and self-esteem of students with respect to Gender (Male/Female)*** The correlation was positive and denotes a moderate and high level of relationship between parental involvement and self-esteem of the students. in accordance with the assumptions of the study, which is; with increased parental involvement the self-esteem of the students increases with reference to male and female. There were several findings regarding the relationship between parental involvement and self-esteem of students with regards to male and female genders. It is distinct that the male students have shown high level of correlation and female students has shown moderate level of correlation between parental involvement and their self-esteem. The possible reason for such a finding could be attributed to the society's gender stereotypes and expectations that we unwittingly accept and encourage, despite the fact that there is no bias.
- ***There is a significant relationship between parental involvement and self-esteem of Students with respect to parental qualification (SSC/HSE).*** The correlation was positive and denotes a moderate relationship between parental involvement and self-esteem of the students in accordance with the assumptions of the study, which is; with increased parental involvement the self-esteem of the students increases with reference to parental qualification SSC/HSE, the possible reason for such a

finding could be attributed to the level of expectation the parents set and suffice accordingly. Parents may have unfulfilled life goals which they want to achieve in a different mean. The gaps the parents have faced, they want to bridge it for their children. It is possible that the parents who are SSC/HSE qualified have more availability of time so they are able to let more involved. Parent involvement has immense benefits for both parent and child; children develop a positive attitude towards learning and progress further in their journey whilst parents have a chance to further understand what their child is learning, strengthen relationships with teachers and bond with their child.

- ***There is no significant relationship between parental involvement and self-esteem of Students with respect to parental qualification (Graduate/Post Graduate, Professional).*** The correlation was negative in accordance with the assumptions of the study, which is; with increased parental involvement the self-esteem of the students increases with reference to parental qualification Graduate/Post Graduate, Professional. The possible reason for such a finding could be attributed to the level of parent's engagement in their professional life. It doesn't mean that parents do not keep high expectations from their children but may be due to the unavailability of sufficient time, the parents are unable to get positively involve the way it is required to make a district impact. It is likely that the parents who are Graduate/Post Graduate, Professionals has better job opportunities hence more engaged. At times the significant gap in attitudes about balancing work and family is seen in professionals.
- ***The level of parental involvement of middle school students with reference to: Home activities & School activities.*** It has been observed that the level of parental involvement in school and in home activities are high. The possible reason for such a finding could be attributed to the level of parental expectations from their children. Needless to say, parents play a vital role in the academic and non-academic life of their children. It is very difficult for students to achieve their full potential unless their parents are actively involved in their education. Research has proven over and over again that positive parental involvement increases student

achievement, reduces bad behavior, improves attendance, and increases student satisfaction. Parenting style has evolved and it has adapted ways to get more involved with their children.

- ***The level of parental involvement in activities of middle school students with reference to qualification of parents.*** It has been observed that the level of parental involvement with respect to qualification of parents differs. The possible reason for such a finding could be attributed to the level of parental desirability and responsibility to get involved with children. It is seen that parental involvement is high with respect to their qualification. Parents are responsible for every detail of their children's lives.
- ***The level of the self-esteem of middle school students with regards to gender.*** It has been observed that the level of self-esteem is average in both the cases of male and females. The possible reason for such a finding could be the students nowadays are more independent, they depend more on external resources like search engines, books, Wikipedia etc. Probably they believe in self-sufficiency. There is a possible reason for the finding may be due to the less availability of the parents and students have adapted themselves to be self-standing.
- ***The level of the self-esteem of middle school students with regards to parental qualification.*** It has been observed that the level of self-esteem of the students with regards to parental qualification has less impact on their self-esteem. The possible reason for such a finding could be due to the adaptation of the transformed traditional way of parents getting involved with students for their academic and nonacademic activities. Over the time of period the number and level of qualified parents has increased and eventually more career-oriented parents, probably this is the reason for the parents to get engaged in their professional life and this has affected the dependency rate of the students which is likely to cause self-suffice or independent students. This may be a possible reason for having average level of

self-esteem for students with regards to qualification. Good parenting practices may have no impact of the self-esteem of the students, but it probably has significance in the achievement.

6.4 CONCLUSION OF THE STUDY

The secondary school level is an important stage in the academic life of any individual. During this stage the students come under the influence of various psychological aspects which contribute a lot in the success and shape of their future. Noticing this conspicuous reason, efforts should be made to meet the requirements of the students and provide proper direction. Hence, this study has revealed there is a correlation between involvement of parents and levels of self-esteem. This study proves that parental involvement, affection or support has impact on student's self-esteem. It was also assumed that students might have high self-esteem. Therefore, we can state that accepting involvement of parents can contribute to self-esteem in students.

6.5 RECOMMENDATION

Much research around the world has showed the beneficial effects of parenting involvement toward self-esteem of individual and yet, these may not be true for individual who comes from difference background as he grows up in different circumstances and situations. The level of parenting involvement differs. As an outcome of this study following suggestions can be given.

1. Become a class parent-helper

Assist the teacher in class for projects, parties, and other events. At the elementary level, an extra pair of hands is always appreciated. You could also help in the main office.

2. Organize an after-school club

Parents who work full-time need additional support for their children especially with homework. They can organize one at the school or a community center.

3. Help with extra-curricular activities

Extra-curricular activities like dance, drama, singing go a long way in enriching educational experience for children. Teachers lack the time for making this investment. They could run a program or be a chaperone to one.

4. Reading buddies

Many teachers need help to get elementary level children to practice guided reading. Parents could be a reading buddy and develop fluency and reading skills.

5. Get involved in decision and policymaking

You could be part of the team of governors, board, teachers, senior management that undertake crucial decisions for the school. Many schools like to see parents as part of the advisory committee and it is a rewarding experience.

6. Participate in school fairs, fundraising events

Schools are part of several community programs and need volunteers to help them. Help with organizing school fairs and other events.

7. Share your expertise

If you have a hobby or passion that you pursue, try to share it with the teacher. You could have a standalone presentation or demonstration to encourage kids to pursue it too. Eventually that will get parent involved and will have a positive impact on self-esteem of the student too.

8. Attend open-house at school

Attending the open house at school introduces the parent to the environment their child is going to be exposed for the rest of the academic year. This will help to get acquainted with the curriculum and expectations for the child.

9. Be in constant touch with the school and staff at school

As a parent, it is important to be in constant touch with the teacher and other staff at school. Make sure the teacher is aware of any issues at home. Anything that the parent believe would impact the child must be known to the school.

10. Spend quality time for having fun

Children need attention, parents can schedule 'we' time with children for having fun like visiting parks, movies, museums etc. Children also enjoy playing indoor games with parents or get involved in activities like gardening, cooking cleaning etc.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

Significant correlation is found between Self Esteem and Parental Involvement in Activities of School Students though it was very average. After research is completed, researcher feels certain gaps/lapses during the process of investigation which are not removed or improved due to some reasons. During research, investigator realizes several views related to their research and other aspects. In the light of the experiences gained during this research study, following are recommended for future research:

- It is recommended that similar study be conducted to find out self-confidence and self-efficiency of the students.
- It is recommended that a similar study be conducted on level of academic and non-academic achievement of the students.
- It is recommended that similar study be conducted on the students of the Primary, Higher Secondary and Junior College section.
- It is recommended that similar study be conducted on state, national and international level students of various culture and communities.
- The result of this study will help the school educators to get aware about their students' mental health and emotional stability.
- The same study can be replicated for the other levels of education. The same study can be conducted for students of both urban and rural areas.

- The same study can be conducted through interviews of the students and parents.
- Parental involvement and emotional intelligence of middle school students can be studied in relation to their socio-economic status.
- A comparative study of different boards should be conducted with similar variables.
- A study of self-esteem may be conducted in relation to some positive factors like achievement motivation, scientific attitude, etc.

6.7 CONCLUSION

Over the years, parenting involvement has been an essential topic that studied greatly by researchers all over the world. Much research has been done about this topic in various groups, societies, cities, countries and also based on different ethnicities. From the previous research, parenting involvement often associated with various factors such as academic performance. Besides parenting, self-esteem is another important factor that can be discussed in students nowadays. The study clearly shows that parental support is a key element in the parent child relationship. When parents support their children's basic psychological need for autonomy, competence and relatedness, such support in the familial context is associated with a host of positive child outcomes. Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have emotional stability, higher grades, test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

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APPENDIX-A

LIST OF EXPERTS

- 1. Ms. Asha T.R**
Vice Principal, Mother's Public School
Bhubaneswar
- 2. Ms. Geetanjali Guru**
Tr. at Doon International School
Bhubaneswar
- 3. Mr. Ashraf Ul Islam**
Academic Coordinator at Doon International School
Bhubaneswar
- 4. Ms. Sheela Singh**
Tr. at KiiT International School
Bhubaneswar
- 5. Ms. Seema Shaikh**
Tr. at Iqra English School
Thane



Dr. Pillai Teachers Training & Research Centre
Plot.1, Sector 8, Khanda Colony,
New Panvel - 410206 Tel 2748 0289, 2748 1864
Fax: 2746 4161
NAAC Accredited 'A' Grade

PCERP/M.Ed./406/2021

Date: _____

To
The Principal

Sub: Request for Data Collection

Sir/Madam,

Ms Nazneen Yasmin Shaikh is currently doing his/her M.Ed. from our college. As part fulfillment of the syllabus she/he has to conduct an educational research. The topic of the research is *A Correlational Study of Self Esteem and Parental Involvement in Activities of School Students.* I humbly request you to permit our student to collect the data from your esteemed institution (i.e. from teachers/students).

Kindly give permission for the data collection.

Thank you,

Yours truly,

Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

APPENDIX-C

TOOLS OF THE STUDY

ROSENBERG SELF-ESTEEM SCALE

Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree with the statement, circle D. If you strongly disagree with the statement, circle SD.

1	On the whole, I am satisfied with myself.	SA	A	D	SD
2	At times I think I am no good at all.	SA	A	D	SD
3	I feel that I have a number of good qualities.	SA	A	D	SD
4	I am able to do things as well as most other people.	SA	A	D	SD
5	I feel I do not have much to be proud of	SA	A	D	SD
6	I certainly feel useless at times.	SA	A	D	SD
7	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
8	I wish I could have more respect for myself.	SA	A	D	SD
9	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10	I take a positive attitude toward myself.	SA	A	D	SD

PARENTAL INVOLVEMENT QUESTIONNAIRE

Name:

Gender:

Date of birth:

Grade:

Qualification of Father:

Qualification of Mother:

Instructions: Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. If you strongly agree, circle SA. If you agree with the statement, circle A. If you Partially Agree with the statement, circle PA. If you disagree with the statement, circle D. If you strongly disagree with the statement, circle SD.

Parental Involvement in Home Activities

1. My parents help me develop good study habits.	SA	A	PA	D	SD
2. My parents encourage me to get good grades.	SA	A	PA	D	SD
3. My parents do not consider my opinion when taking decision regarding my education	SA	A	PA	D	SD
4. My parents check if I have done my homework.	SA	A	PA	D	SD
5. My parents always answer my questions related to my study.	SA	A	PA	D	SD
6. Parent's absence in home affects my studies.	SA	A	PA	D	SD
7. My parents punish me (e.g., take away my TV privileges) if I receive bad grades	SA	A	PA	D	SD
8. My parents do not notice or appreciate me when I receive good grades.	SA	A	PA	D	SD
9. My parents help me to make my personal timetable.	SA	A	PA	D	SD
10. My parents volunteer to help me with my extracurricular activities.	SA	A	PA	D	SD

11. My Parents restrict me from playing on those days when I have to study a lot.	SA	A	PA	D	SD
12. My parents encourage me to watch educational programmes on TV.	SA	A	PA	D	SD
13. My parents take me to visit places of educational importance (i.e. -National Park, Museum etc)	SA	A	PA	D	SD
14. Whenever needed my parents communicate with my teachers regarding my progress in school.	SA	A	PA	D	SD
15. My parents encourage me to do creative activities at home (i.e. -crafts, drawing etc).	SA	A	PA	D	SD

Parental Involvement in School Activities

1. My parents come to meet my teachers when I receive my results in school.	SA	A	PA	D	SD
2. My parents help me to participate in various competitions in school.	SA	A	PA	D	SD
3. My parents attend parent-teacher meetings.	SA	A	PA	D	SD
4. My parents have made suggestions to my teachers about how to help me learn.	SA	A	PA	D	SD
5. My parents appreciate my achievement in front of other parents and teachers.	SA	A	PA	D	SD
6. I believe my parents' encouragement helped me stay focused on my education.	SA	A	PA	D	SD
7. I believe my parents' encouragement helped me stay focused on my education.	SA	A	PA	D	SD
8. My parents are good at building a healthy relationship and communicating with other parents.	SA	A	PA	D	SD
9. My Parents help me solve the problems that I face in school.	SA	A	PA	D	SD
10. My parents insist my teachers to check my homework.	SA	A	PA	D	SD
11. My parents request my teachers to encourage me to participate in extracurricular activities.	SA	A	PA	D	SD

12. My parents request my teachers to pay more attention on me.	SA	A	PA	D	SD
13. My parents are in constant connect with all my classmates.	SA	A	PA	D	SD
14. My parents stay in touch with the parents of my classmates.	SA	A	PA	D	SD
15. As my parents speak local dialect, I find it difficult to adjust in school.	SA	A	PA	D	SD