**RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION OF SECONDARY**

**SCHOOL PUPILS OF KERALA**

**REKHA.M.P.**

***Dissertation***

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**2009**

**DECLARATION**

I, **REKHA**. M.P.,do hereby declare that this dissertation **“RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL PUPILS OF KERALA ”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I, **Dr. K. VIJAYAKUMARI**., do hereby certify that this dissertation, **“RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL PUPILS OF KERALA”**is a record of bonafide study and research carried out by **REKHA.M.P** under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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**Coefficients of Correlation**

**between Parental Involvement and the components of**

**Achievement Motivation for the Total sample and Relevant sub samples**

|  |  |  |
| --- | --- | --- |
| Variable I | Group | Variable II |
| WorkEthics | PursuitOfExcellence | StatusAspiration | Compe-titiveness | Acquisitiveness | Mastery | Dominance |
| ParentalInvolvement | Totalsample | 0.29\*\* | 0.14\*\* | 0.24\*\* | 0.21\*\* | 0.37\*\* | 0.15\*\* | 0.20\*\* |
| ParentalInvolvement | Boys | 0.29\*\* | 0.15\* | 0.24\*\* | 0.22\*\* | 0.42\*\* | 0.11 | 0.29\*\* |
| ParentalInvolvement | Girls | 0.28\*\* | 0.15\* | 0.25\*\* | 0.19\*\* | 0.29\*\* | 0.22\*\* | 0.09 |
| ParentalInvolvement | Govt.school | 0.26\*\* | 0.06 | 0.24\*\* | 0.24\*\* | 0.37\*\* | 0.12 | 0.17\*\* |
| ParentalInvolvement | Aidedschool | 0.30\*\* | 0.14\* | 0.26\*\* | 0.20\*\* | 0.38\*\* | 0.17\* | 0.21\*\* |
| ParentalInvolvement | Unaidedschool | 0.30\*\* | 0.25\* | 0.54\*\* | 0.25\* | 0.44\*\* | 0.13 | 0.39 |

**INTRODUCTION**

 Education in its wider sense is the total development of the personality of the learners rather than mere transmission of information by the teacher or the acquisition of knowledge by the child. In this sense, education consists of all those experiences which affect the individual from birth till death. Thus education is that process by which an individual freely develops his self according to his nature in a free and uncontrolled environment. It is also the development of the individual according to his needs and demands of the society, of which he is an integral part. Raymont(1984) has remarked that “education is that process of development which consist of the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical, social and spiritual environment.”

The goals of education are redefined by educators as the time goes on. Now the goals of education is not limited to the academic achievement, rather it focuses on the inculcation of values, interests , attitudes, aptitudes, habits etc. among the learners. Educations also aims at bringing up desired behaviors and thus prepare him for a better life. Improvement in academic achievement will automatically come with the development of other faculties of personality.

Schools, the chief agency of formal education, play the most significant role in education. Educational goals are achieved in schools through curriculum. Though several reforms have made in the school curriculum still it fails to enhance all round development of students.

One of the major informal agencies of education is family. An infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with his family. He tries to imbibe the habits, ideas and patterns of behaviour from the family members especially parents. The term parental involvement has been widely used in the educational context. Parents can support their children’s schooling by attending school functions and responding to school obligations (parents- teacher conferences, for example). They can become more involved in helping their children improve their school work providing encouragement, arranging for appropriate study time and space, modeling desired behaviour ( such as reading for pleasure), monitoring home work and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom or they can take an active role in the governance and decision making necessary for planning, developing and providing an education for the community’s children. The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned.

The smooth functioning of parental involvement is possible only in a healthy familial atmosphere. In broken families children often denied opportunities to express their ideas, they often feel fear to ask doubts to parents. Hence the children will not get proper guidance from the parents. The goal of parental involvement is not to express distress over the child’s difficulty, it is to evaluate the difficulty and the student in discovering the answer. Triggering a child’s interest is something crucial to attaining educational success, which is the goal that every one is striving for. It exemplifies the emphasis placed on extrinsic motivation.

Educational development of children begins from home itself. Education does not begin with the learning of alphabet, but from the experiences the child had in his home. A student spends more time with his parents than with his teachers. So the parents have an important role in moulding his behaviour and academic achievement. The home environment, educational facilities at home and parents attitude towards education have a profound influence on academic achievement.

 (Devi, 1985 and Yadev, 1988)

Motivation, a triggering force to action plays an important role in the learning process. According to Maslow (1954) ‘motivation’ is a constant, never ending, and fluctuating, complex, and universal characteristic of practically every organic state of affairs. Mcclelland (1953) and Atkinson (1958) came to the conclusion that in the individual there is need for achievement (N.Ach.). A person who has a high need for achievement considers problems and obstacles as challenges to be met. According to this theory, human beings differ from one another in the strength of achievement motive. It is this difference in the strength of motivation to achieve that is important in understanding the development.

NEED AND SIGNIFICANCE OF THE STUDY

 Achievement motivation is one of the major factors that affect the achievement of students both at school and in life. Hence the schools should have one of their objectives as to develop the need for achievement among children. Achievement motivation can be defined as the need for success or the attainment of the excellence. Individuals will satisfy their needs through different means and are driven to succeed for varying reasons both internal and external. Achievement motivation is a habitual desire to achieve goals through one’s individual efforts, with an emphasis on establishing realistic goals , mastering the tasks needed to achieve these goals, discovering solutions to problems encountered in striving to reach these goals, and then being open to and even seeking out feedback on one’s performance. Achievement motivation is based on reaching success and achieving all of our aspirations in life.

Achievement motivation enables a learner to achieve success or it can inculcate a tendency to achieve success. Achievement motivation prepares a learner to accomplish difficult tasks rather than easy ones.

Escalana and Festinger(1960) had noted that accomplishment of a difficult task is normally more attractive to an individual than accomplishment of same trivial or easy task. In short achievement motivation stir up learning in every sense.

 The fundamental organization of the child’s behavior is determined by the vital presence of the parents. Good parents, with a vision to their children’s bright future can guide them, advise them and help them to avoid the mistakes they unknowingly commit. A good parent can act as a friend, a guide and often a philosopher to their perennial questions of solving the riddles of life and complexities of educational process. Parental role models shape and signify the ambivalence of the child development. Therefore the involvement of parents in their academic matters really plays a crucial role in achieving the target of educational standards.

Modern education being child centered, the emphasis is laid on the all round development of the child, which is made feasible in a suitable environment at home, having right parent child relationship.

The family makes critical contribution to student achievement form pre-school through high school. When parents are involved in their children’s education at home, they do better in school. And when parents are involved in school, children go further in school.

In recent days, parents are more concerned with their ward’s education and they make more dialogues with teachers and school authorities than the parents of old days. The involvement of parents has both positive and negative effects on student’s developments as over protectiveness may destroy the child. The support given by parents in the child’s learning may enhance the motivation leading to the need for achievement. At secondary school level, students are in a crucial stage of development during which, in majority of cases, the future plans are formed. Even though extensive studies are conducted and are reported in the areas of Parental Involvement and Achievement Motivation separately studies dealing with the relationship between parental Involvement and Achievement Motivation are rare. During the early adolescent period, student complain about school in general about restrictions, homework, teachers etc. even though they secretly like to be well in academics and social relations, the young adolescents try to develop popularity by avoiding the impression that they are the brains ( Hurlock, 2003). To be realistic, they need the parental support and this may lead to the development of need for achievement which will later determine their life styles. Hence it will be relevant to study the relationship between Parental Involvement and Achievement Motivation of secondary school students.

**STATEMENT OF THE PROBLEM**

 The present study is entitled as **“RELATIONSHIP BETWEEN PARENTAL INVOLVEMT AND ACHIVEMENT MOTIVATION OF SECONDARY SCHOOL PUPILS OF KERALA”.**

 **DEFINITION OF KEY TERMS**

The key terms used in the title of the study are defined as follows

Parental Involvement

Parental Involvement can be described as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development ( Maccoby & Martin, 1983)

In the present study the term “ Parental Involvement” denotes the degree to which parents are committed to their role in their wards academic activities , material help and encouragements in curricular and co-curricular activities and their participation in school related organizations and activities.

Achievement Motivation

Achievement Motivation is that behaviour which shows an effort to do one’s best, to do better than others in general, to accomplish something to one’s satisfaction.

Secondary School Pupils

Secondary School Pupils are the pupils of standard VIII, IX and X

of the schools of Kerala. For the present study, the pupils of standard IX

of Kozhikode, Malappuram and Kannur revenue districts of Kerala are taken as representative of Secondary School Pupils.

**VARIABLES OF THE STUDY**

 The study being a corelational one, the two variables involved are Parental Involvement and Achievement Motivation. The components of Achievement Motivation viz; Work Ethics, Pursuit of Excellence, Status Aspiration, Competitiveness, Acquisitiveness, Mastery and Dominance were also taken as separate variables. The study involves sex of the student and type of management of the school as the categorical variables.

**OBJECTIVES OF THE STUDY**

 The following are the objectives set for the study

1. To estimate the extent of relationship between Parental Involvement and Achievement Motivation for the total sample and relevant sub samples based on

(i). Sex and

(ii) Type of Management

1. To estimate the extent of relationship between Parental Involvement and the components of Achievement Motivation for the total sample and relevant sub samples based on

(i). Sex and

(ii) Type of Management

1. To find out whether the relevant sub samples differ significantly in

their relationship between Parental Involvement and Achievement Motivation.

**HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study are the following

1. There will be significant relationship between Parental Involvement and Achievement Motivation of secondary school pupils and in the sub groups based on
	1. Sex and
	2. Type of Management.
2. There will be significant relationship between Parental Involvement and the components of Achievement Motivation of secondary school pupils and in the sub groups based on
	1. Sex and
	2. Type of Management.
3. There will be significant difference in the extent of relationship between Parental Involvement and Achievement Motivation in the relevant sub groups based on
	1. Sex and
	2. Type of Management.

**METHODOLOGY OF THE STUDY**

**Sample**

 The study was envisaged on a sample of 525 students of standard

 IX drawn from 13 schools of Kozhikode, Malappuram and Kannur revenue districts. The sample was selected using the stratified sampling technique

**Tools Used**

 The following tools were used for measuring the variables

1. Parental Involvement scale ( Vijayakumari and Rekha, 2009)
2. Scale of Achievement Motivation ( Pillai and Kumar,1994)

Statistical Techniques Used

 The analysis of the scores was done by using the following techniques

1. Test of significance of Mean Difference for Large Independent Samples
2. Pearson’s Product Moment Co-efficient of Correlation-‘r’
3. Test of significance of Difference between Correlation Co-efficients.

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study was intended to study the relationship between Parental Involvement and Achievement Motivation of secondary school pupils of Kerala. It was conducted on representative samples of 525 pupils of IX standard in 13 schools of Kozhikode, Malappuram and Kannur districts.

All the needed data were collected using standardized tools. The findings of the study will be valid to the extent to which the tests are reliable and valid.

Even though every attempt was made to make the study as precise and objective as possible certain limitations have crept into the study.

Since the study has been conducted as a part of the course, the investigator has to complete it within the time limitation. Hence it was decided to carry out the study in Kozhikode, Malappuram and Kannur districts only.

Even though there are many categorical variables which are relevant, only Sex and Type of Management were taken for the study.

Inspite of these limitations, the investigator believes that the findings of the present study will be useful to classroom teachers and educators for developing new trends and approaches in the teaching learning process.

**ORGANISATION OF THE REPORT**

 The report of the study is presented in five chapters. The details of each chapter are as follows

Chapter1: The report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of the key terms, variables of the study, objectives of the study, hypotheses, methodology, scope and limitations of the study.

 Chapter II: The chapter deals with the theoretical over view of the variables and summary of the related studies in the area.

 Chapter III: Presents the methodology of the study, details of the variable, objectives of the study, hypotheses, the tools used, selection of the sample, procedure for data collection and statistical techniques used for analysis.

 Chapter IV: Details of the statistical analysis of the data and discussion of the result are attempted.

Chapter V: Presents a summary of the procedures, major findings, conclusion, tenability of hypotheses, educational implication of the study and suggestions for further research in the area.

**REVIEW OF RELATED LITERATURE**

 Review of related literature is an important aspect of any investigation. It helps the researcher to gather up to date information about what has been already done in the particular area from which he intends to take up a problem of research. Best and Kahn (1995) notes “since effective research is based upon past knowledge, review of related literature helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. This step also helps to sharpen and define understanding of existing knowledge in the problem area and provides a background for the research project.”

 In the present study the investigator intends to examine the relationship of parental Involvement and Achievement Motivation of Secondary school pupils of Kerala. A brief review of the theoretical perspectives of the studies which are directly or indirectly related to the topic under variables and investigation were collected and presented in this chapter under the following heading viz.,

**A** **THEORETICAL OVERVIEW**

**B REVIEW OF RELATED STUDIES**

**A) THEORETICAL OVERVIEW**

**i Theoretical overview of Parental Involvement**

Parental Involvement with the schools has become a major educational issue in the 1980’s. This is an era of increasing concern about the quality of education in this country. States are taking a great role in monitoring and maintaining academic standards. Communities are ever more watchful of the expense of public education. Local schools are concerned about continuing to provide high quality teaching and other services with dwindling resources. Parents want assurance that their children will receive adequate preparation to lead rewarding adult lives.

Parental Involvement includes several different forms of participation in education and with the schools. Parents can support their children’s schooling by attending school functions and responding to school obligations. They can become more involved in helping their children improve their school work-providing encouragement, arranging for appropriate study time and space, modeling desired behaviour, monitoring home work and actively tutoring their children at home. Out side the home; parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom or they can take an active role in the governance and decision making necessary for planning, developing and providing an education for the community’s children.

Maccoby and Martin (1983) defined parental Involvement as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development. Dempsey and Msandler (1997) considered parental Involvement broadly to include home based activities (example: helping with home work, discussing school events or courses) and school based activities (example: Volunteering at school, coming to school events).

Every child wants approval or recognition. The Craving for recognition is very high during the period of childhood and adolescence. It is the behaviour of parents towards the child that makes him feel comfortable and confirms in his mind that he is basically accepted and approved as a person. The parents should show respect for their children, involve them in family affairs and decision making and encourage the development of age-appropriate independence.

**ii Theoretical overview of Achievement Motivation**

Motivation has become one of the major domain of psychology and Education. It is the stimulus to action resulting from an individuals desire to reach an established goal or purpose.

Psychologists define motivation as an internal process that activates, guide and maintain behaviour overtime.Motivation may vary both on intensity and direction.Different psychologists have defined motivation in different ways.

According to Maslow (1954) “Motivation is a constant, never ending, and fluctuating, complex and universal characteristic of practically every organic state of affairs”

Hebb (1956) defined Motivation as the effect of two sensory events a cue or cognitive function guiding behaviour and arousal or vigilance function which provides the energy for movement.

Feather (1963) defined motivation as a relatively stable personality disposition which may have an innate basis but is more likely the product of early learning of approaching or avoiding stimuli.

The concept of motivation occupies a prominent place in many learning situations. In the modern World the concern for excellence in academic performance has increased more than ever before because of the ever increasing competitions as well as by the pressure put on the individual by the modern-socio cultural milieu. The educational system that we have at present is an attempt to meet the requirements of the individual. But inspite of all our effort and educational input children are unable to show educational performance up to the level that is expected of their age or grade in the school. The reason may be many and varied. But it has been observed that in addition to other factors there is usually lack of sufficient motivation for the students, teachers, parents and others involved in the teaching learning process. The situation which evoke achievement motivation, the condition in which achievement behaviour will ensure all allied factors which effect both achievement motivation and achievement have become the fundamental issue in motivational and educational research studies.

Mc clelland (1961) proposed a motivational theory, in which he focused attention on the Variations of Achievement Motivation. He argues that individual difference exists in Achievement Motivation and might represent differences in the strength of a relatively general and stable disposition to achieve that is acquired early in life. He further states that ‘n’ Achievement can be satisfied by success and aroused by failure. Mc clell and has emphasized that, for the motive to achieve to be aroused in performance of some activity, the individual must consider himself responsible for the outcome (success or failure), there must be explicit knowledge of results so that the individual knows when he has succeeded and there must be some degree of risk concerning the possibility of success.

Achievement Motivation is defined as a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goals which provides a sense of significance (Good, 1973).

According to Mukerjee (1965) Achievement Motivation is “that behaviour which shows an effort to do one’s best; to do better than other or in general to accomplish something to one’s satisfaction.”

According to Murray (1938) Achievement Motivation also referred as the need for achievement (‘n’ achievement) is an important determinant of aspiration, effort and persistence when an individual expects that one’s performance will be rated against some standard of excellence. It is conceived as desire to accomplish something difficult. The desire is accompanied by action, that is, the individual makes intense, prolonged and repeated effort to accomplish something difficult.

Murray’s conception of personality is the idea of a hierarchy of configuration of basic psychogenic needs or motives. His view was that, a need could be aroused from within by internal visceral processes or from without by the effect on the person of the immediate situation. He listed numerous needs, out of which need for affiliation, need for achievement, need for nurturing etc, have given more attention. The need energises activity on the part of the organisms and maintains its activity till the organisms alters the unsatisfying situation.

Atkinson (1964) in his theory specified that achievement motivation is a special case of intrinsic motivation which differentiates out of the basic motivational propensity of need to feel competent and self determining in relation to the environment. The motive for success is simply one’s need to match some standard of excellence. Probability of success is one’s expectancy of achieving the goal and it relate to both a person’s ability difficulty of the task. According to him there are basically two types of people and each will act in an achievement oriented fashion under different condition. They are the person, whom the need to achieve is greater than the fear of failure and person for whom the fear of failure is greater than the need to achieve. Each of the individuals is motivated by the desire to achieve certain pleasant affect, with difference being that for the former the pleasant is in achieving, where as for the latter the pleasant affect is in avoiding the sense of failure.

Achievement Motivation is referred to as need for achievement. It is an important determinant of aspiration, effect and persistence will be evaluated in relation to the same standard of excellence. The factors of motivation and ability are the prime ingredients in academic and intellectual accomplishment.

According to Mc clelland (1961) and Atkinson (1969) the goal of achievement oriented activity is to succeed to perform well in relation to a standard of excellence or in comparison with others who are competitors, achievement also suggest a high level of intellectual curiosity. Individuals differ in their strength of motive to achieve in various activities. Differ in the challenge they pose and the opportunity they offer. Thus both personality and environmental factors must be considered in accounting for the strength of motive to achieve in a particular person facing a particular challenge in a particular situation.

Some students are motivationally oriented towards learning goals (also called task or mastery goal) others are oriented towards performance goal (Amer 1992, Dweck 1986, Marx and Boyle 1993). Students with learning goal see the purpose of schooling as gaining competency in the skill being taught where as students with performance goal primarily seek to gain positive judgement of their competence. Students who are striving towards learning goal are likely to take difficult courses and to seek challenge. Students with performance of goals focus on getting good grade, taking easy courses and avoid challenging situations. Achievement Motivation is obviously a phenomenon of great significance to our society and psychologist has spent a great deal of time trying to understand the factors that influence it. This interest has involved two major approaches with one of these being the application of general motivational theories in specific achievement motivational processes. The second has been the development of more limited theories specifically oriented to achievement in and of itself.

**Measurement of Achievement Motivation**

Most of the early studies on Achievement Motivation were conducted on the assumption that it is a unitary construct. Later researchers found that it is a multifactorial construct. A multifactorial scale was developed by Cassidy and Lynn (1989) which include seven major components such as Work Ethics, Pursuit of Excellence, Status Aspiration, Mastery, Competitiveness, Acquisitiveness and Dominance.

**Work Ethics:** It is the desire to study hard and it is based on the reinforcement in the performance itself.

**Persuit of Excellence:** It is defined as the competition with a standard of excellence. It is the reward obtained by making the best performance in studies.

**Status Aspiration:**  The desire to be dominant member or a leader among other students. It is reinforcement in climbing the social status hierarchy.

**Competitiveness:**  It is the satisfaction obtained while competing with others.

**Acquisitiveness:** This is motivation based on the re-enforcement properties of position or possession attained by the individual.

**Mastery:** It is the satisfaction obtained when succeeding in the study of difficult matters.

**Dominance:** It includes the desire to lead or to take initiative or become a dominant member of the group.

**B) REVIEW OF RELATED STUDIES**

**i RELATED STUDIES - PARENTAL INVOLVEMENT**

In a study by Yadev (1988) it was found that the time allocated by pupils in doing home work, reading news papers and magazines receiving help from parents and time engaged in co-curricular activities out side the school hours are positively related to their academic achievement.

Keith et al., (1992) conducted a study to know the effects of parental Involvement on English grade achievement. The findings indicate that parental Involvement in their children’s home work had a substantial effect on achievement test score.

The study by Onuonga (1993) revealed that most parents are not very much interested in the children’s academic progress in school and they rarely visited the school. It was noted that less than 40 percent visit school frequently, 60 percent occasionally and others only when invited.

In a study by Eccles and Harold (1994) it was found that parental Involvement in the education of the child has good impact on children’s learning and school success.

Hickman (1995) conducted an interview with parents and the results indicated significant relationship between academic achievement and home based parental participation.

Lankard and Bettina (1995) found that family influence is an important force in preparing youth for their role as workers. Parents from different groups have different types of influence on the educational and occupational decisions of both boys and girls in the family.

Deslandes et al., (1997) conducted a study on the influence of parenting style and parental Involvement in schooling on academic achievement of secondary school students revealed that parental acceptance, affective support, supervising and granting psychological autonomy contributed to school achievement.

Anderson and Sherlie (2000) in a study on 30 second graders in a remedial reading program found that very little parental Involvement was actually occurred in the case of these children.

Schefter and Carolyn (2001) attempted to find out the effect of parental Involvement on student’s reading achievement. The results showed that Kindergarten Children Scored in the average to above average range with much parental involvement, while for grades one and two, although there was parental Involvement, they only scored in the average range. Students with above average or average scores has a large portion of parents who were involved in a variety of ways with the education of their children, those with below average achievement also showed low involvement of parents in educational activities.

Sey fried et al., (2002) in a study examined the effects of parental Involvement and expectations on academic achievement among 567 Black and While middle school students and found that parental Involvement was the highest contributor to academic achievement among white students, where as earlier educational achievement was the highest contributor among Black students.

Mullis et al., (2004) in a study about early literacy outcomes and parental Involvement found that early literacy interventions can have a positive effect on children’s print knowledge and vocabulary knowledge but not an knowledge of basic concepts.

Russel and Granville (2005) studied parent’s views on improving parental Involvement in children’s education. It was found that majority of parents have relatively low levels of involvement whilst perceiving that what they already do is all that is needed. Some parents are not satisfied with current levels of active participation and wish to change this. Many parents hold fixed assumptions about the divisions of labour between home and school.

William (2005) in a study about Parental Involvement and student Achievement found that for the over all population of students, the achievement scores of children with highly involved parents was higher than children with less involved parents. Facets of parental involvement that required a large investment of time, such as reading and communicating with one’s child, and the more subtle aspects of Parental Involvement such as parental style and expectations had a greater impact on student educational outcomes than some of the more demonstrative aspects of Parental Involvement such as having household rules and parental attendance and participation at school functions.

Green *et. al.,* (2007) conducted a study titled as parent’s Motivations for Involvement in children’s Education: An Empirical Test of a Theoretical Model of Parental Involvement. The study examined the ability of a theoretical model to predict types and levels of parental Involvement during the elementary and middle school years. Analysis of responses from 853 parents of 1st through 6th grade students enrolled in an ethnically diverse metropolitan public school system in the mid-southern united states revealed that model constructs predicted significant portions of variance in parent’s home and school-based involvement even when controlling for family socioeconomic status.

William (2007) in a study on the relationship between Parental Involvement and urban secondary school students Academic Achievement found that Parental Involvement affects all the academic variables under study.

Holloway *et.al.,* (2008) studied the determinants of Parental Involvement in early schooling. The study examines how demographic and psychological factors shape. The involvement of Japanese mothers in their children’s education. Mothers who perceived the school as supportive and open to communication were more likely to engage in all three forms of Parental Involvement. More highly educated and wealthier mothers with fewer children reported investing to a greater extent in supplementary lessons.

Uludag and Asli (2008) while studying Elementary pre service Teacher’s opinions bout Parental Involvement in Elementary Children’s Education revealed that teacher education programmes where Parental Involvement instruction and activities are integrated into the courses help pre service teachers become better prepared and carry positive opinions towards Parental Involvement.

Mc Bride *et. al.,* (2009) conducted a study on the Differential Impact of Early Father and Mother involvement on later student Achievement. The purpose of this exploratory study was to examine the direct and indirect effects of early parenting on later parental school involvement and student achievement. Although early parental and maternal parenting behaviours were not directly related to later student achievement, difference were reported in the pattern of relationship between early parenting and later parental school involvement of fathers and mothers. In addition, fathers later school involvement was found to be negatively related to student achievement, whereas maternal school involvement was found to be positively related to student achievement.

Sheppard and Anne (2009) studied the poor attender’s perception of school work and their Parental Involvement and recommended that educational social welfare services need to take account of findings from Parental Involvement research in their practice if they are to increase both children’s school attendance and attainment.

Koutrouba *et .al.,*(2009) studied the major problems affecting home-school partnership and suggested possible solutions to improve communication between school and family. The results shows that Greek secondary school teachers have a positive attitude towards Parental Involvement in school but find that in fact Parental Involvement in Greek schooling is poor and in frequent. Most teachers ascribe poor parent-school relationship to factors such as parental unwillingness to respond to school initiated partnership schemes and to the parent’s educational and social background.

**ii RELATED STUDIES - ACHIEVEMENT MOTIVATION**

Reed (1963) in a study on motivation of college students and under and over achievement found a positive correlation between achievement motivation and academic achievement.

Mc Keachi et al (1966) conducted a study on students achievement motives, achievement cues and academic achievement. The result shows that there is a positive correlation between achievement motivation and academic achievement.

Ringers (1967) in a study on bright junior high school boys noticed that students high in achievement motivation performed better in their over all college work than students low in such motivation.

Gokulnathan (1969) examined achievement motivation in tribal and non tribal Assamese secondary school adolescents. The results indicate that the tribal pupils obtained significantly higher need achievement scores than the non tribal people.

Lovette *et.al.,* (1978) conducted a study on the effect of achievement motivation on current college bound male students and noticed significant non monotonic correlation between achievement motivation and scholastic aptitude.

Effect of achievement motivation and personality on academic success of college students was analysed by siddique (1979) who found positive correlation between personality and achievement motivation, family background and academic achievement.

Khalon and Uppal (1979) studied the discrepancy between aptitude and achievement in relation to achievement motivation and noticed that discrepancy between aptitude and achievement bears significant relationship with achievement motivation.

Sundaram (1981) in a study on Academic achievement, motivation and self concept found no positive relationship between achievement motivation n and performance.

Lynn (1982) estimated the relationship of achievement motivation in different award systems with grade point average, gender and locus of control of senior high school students and found that high motivation students of both gender received rural awards.

Chatterji (1983) in his comparative study of personality, intelligence and achievement motivation of 760 male students in different academic group found that science students were significantly higher in achievement motivation in comparison with agriculture and art students.

Desiderio (1984) Studied the work value and achievement motivation of 167 persons eligible for federal Job training programme in a rural service delivery area noticed positive correlation between achievement motivation creativity percentage and intellectual stimulation.

Chen (1991) while investigating Achievement Motivation of 449 eleventh grade high school students found that students have stronger belief in internal responsibility for academic success and failure tend to have high achievement motivation and student who do not consider their abilities to be low in achievement motivation.

Throne and Martinex (1995) in their study investigated that Achievement Motivation in high achieving Latin women found varying strength in intrinsic achievement motives of mastery, work competitiveness and personal unconcern low level of traditionalism and low to average levels of fear of success.

Moly Kuruvila (1996) study got no difference in Achievement Motivation of Children of working and non –working mothers.

Baiyee (1998) while studying the applying need theories to understand leadership motivation in college and university presidencies found that the presidencies were motivated by a need for achievement, affiliation, power, esteem self actualization and growth.

Horowitz, Ruth and Mosher (1998) conducted a study on Achievement Motivation and level of aspiration and found that there are some elements in the socialisation of Ethiopian students, such as high level of aspiration and the ability to postpone gratification that can be looked upon as components of achievement motivation.

Zappe *et.al.,* (2000) conducted a study on the effects of a web-based information feedback system an academic achievement motivation and performance of Junior High School students. Findings support the assertion that motivated individuals sought out feedback in such a system and inturn performed better academically.

Kovach *et.al.,* (2002) in a study titled African and Arab American Achievement Motivation found an inverse relationship between academic achievement and variables measuring school self-concept and academic motivation among African American and Arab American Students.

Preckel and Franzis (2006) studied the relationship with cognitive Motivation, Achievement motivation and conscientiousness. In this study the role of need for cognition, achievement motivation and conscientiousness on academic under achievement was investigated. All relationship between under achievement scores and need for cognition, achievement motivation scales and conscientiousness showed linearity.

Smith *et.al.,* (2007) conducted a study on the Role of Interest and Achievements Motivation and found that competence-based stereotypes can negatively affect women’s performance in math and science (referred to as stereotype threat), presumably leading to lower motivation. The authors examined the effects of stereotype threat on interest, a motivational path not necessarily mediated by performance. The motivational influence of performance-avoidance goals under stereotype threat was primarily mediated by task absorption.

Nelson and Michael (2008) studied the Achievement Motivation in adolescents. The Role of peer. Using Maehr’s (1984) theory of personal investment, the authors investigated associations among perceived peer relationships and achievement motivation during science class in middle school and high school students. Adolescents who perceived being valued and respected by classmates were more likely to report adaptive achievement motivation. Reports of adaptive achievement motivation were also related to having a good Quality friendship and a best friend who values academics.

Turner, Chandler *et.al.,* (2009) conducted a study on The Influence of parenting styles, Achievement Motivation, and self-efficacy on Academic Performance in College students. The study examined the relations among authoritative parenting style, academic performance, self-efficacy and achievement motivation using a sample of college students (N=264). Results indicated that authoritative parenting continues to influence the academic performance of college students and both intrinsic motivation and self-efficacy predicted academic performance.

Fan and Zhang (2009) in their study titled “Are Achievement Motivation and Thinking styles Related-a visit among Chinese university students” examined the relationships between thinking styles and achievement motivation among Chinese university students. Results partially supported the hypothesis that the more norm-favouring and simplistic thinking styles (Type II styles)had negative correlation with MS and positive correlation with MF. The study also found that the situation/task dependent thinking styles (Type III styles) were positively correlated with Ms and negatively correlated with MF.

**iii RELATED STUDIES - PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION**

Among the studies reviewed by the investigator only three are found to be focused on the relationship of parental Involvement and Achievement Motivation. The studies reviewed are described below.

Gladys *et.al.,* (2004) conducted a study on cultural Attributes and Adaptations Linked to Achievement Motivation. This exploratory study examined whether associations between perceived school experiences and achievement motivation varied by language acculturation and generational status among a sample of immigrant and U.S born Latino adolescents. Academic Competence, school belonging and parental Involvement were positively related to achievement motivation. Academic competence and parental Involvement were strongly related to achievement motivation among students who spoke English or were born in the U.S., suggesting that these associations may be cultural adaptations.

Gonzalez and Christopher (2006) examined the relation between perceived parenting practices and achievement motivation in Mathematics. In this study perceived parenting styles and parental Involvement were examined to determine if they predicted student motivation. The two views of motivation examined included achievement goal theory and self-determination theory. Multivariate analyses indicated that perceived authoritative parenting was positively related to both a mastery goal orientation and higher relative autonomy. Permissive parenting was negatively related to a mastery orientation and positively related to a performance approach orientation. Authoritarian parenting was positively related to a performance approach orientation only. Also parental Involvement was positively related to both a performance approach and performance avoidance goal orientation.

St.Croix and Jason (2008) studied parental Involvement and its implications on student Achievement Motivation and student behaviour. The study gave some suggestions to increase parental Involvement as it influence student’s Achievement, behaviour and motivation.

**Conclusion**

The studies reviewed in the area of parental Involvement and Achievement Motivation throw light to the fact that even though these two are well analyzed areas of research, their relevance is not reduced even in the 21st century. Many studies are reported in India and outside the country but only three studies are found to be reported among the studies reviewed by the researcher in which both parental Involvement and Achievement Motivation are dealt together.

**METHODOLOGY**

 Methodology is the systematic procedure or technique adopted in research study from the initial identification of the problem to its final conclusion. It helps the researcher to carry out the work in a scientific and valid manner.

 The present study was an attempt to find out the Relationship between Parental involvement and Achievement Motivation of Secondary School Pupils of Kerala.

 This chapter contains a description of methodology adopted by the investigator which is presented under the following headings.

1. Variables
2. Objectives
3. Hypotheses
4. Tools employed for collection of data
5. Sample
6. Data collection procedure, scoring and consolidation of data
7. Statistical techniques used for analysis of data
8. **VARIABLES**

The present study involved two major variables, Parental Involvement and Achievement Motivation. The components of Achievement Motivation Viz., Work Ethics, Pursuit of Excellence, Status Aspiration, Competitiveness, Acquisitiveness, Mastery and Dominance were also taken as separate variables. The study involves Sex of the student and Type of Management of the school as the categorical variables.

1. **OBJECTIVES**

The following are the objectives set for the study

1. To estimate the extent of relationship between Parental Involvement and Achievement Motivation for the total sample and relevant sub samples based on.
2. Sex and
3. Type of Management
4. To estimate the extent of relationship between Parental Involvement and the components of Achievement Motivation for the total sample and relevant sub samples based on.
	1. Sex and
	2. Type of Management
5. To find out whether the relevant sub samples differ significantly in their relationship between Parental Involvement and Achievement Motivation.
6. **HYPOTHESES**

The hypotheses formulated for the study are the following

1. There will be significant relationship between Parental Involvement and Achievement Motivation of secondary school pupils and in the sub groups based on
	1. Sex and
	2. Type of Management
2. There will be significant relationship between Parental Involvement and the components of Achievement Motivation of Secondary school pupils and in the sub groups based on.
3. Sex and
4. Type of Management
5. There will be significant difference in the extent of relationship between Parental Involvement and Achievement Motivation in the relevant sub groups based on

i Sex and

ii Type of Management

1. **TOOLS EMPLOYED FOR COLLECTION OF DATA**

For the present study, the major variables viz, Parental Involvement and Achievement Motivation were measured using the tools, Parental Involvement scale (Vijaya Kumari and Rekha, 2002) and sale of Achievement Motivation (Pillai and kumar, 1994 ) respectively. The details of the tools used are given below.

a. **Construction and Standardization of Parental Involvement Scale**

The tool to measure the variable Parental Involvement was constructed and standardized by Dr. K. Vijayakumari and Rekha. M.P (2009). It was constructed in the form of a five point Likert type scale. The scale focuses on the involvement of parents in their child’s academic activities, material help, encouragements in curricular and co-curricular activities and their participation in school related organizations and activities.

**Preparation of draft scale**

Initially, sixty five items were prepared based on the above said dimensions and each items was followed with five responses viz., Never applicable, Rarely applicable, Sometimes applicable, Most frequently applicable and Always applicable. Among these sixty five items 53 were positively stated and 12 items were negatively stated.

**Positive statement**

**Exaple1**

My parents encourage me to participate in co-curricular activities (Encouragement)

**Negative Statement**

**Example 2**

My parents are not bothered about my success and failure in my studies (Involvement in academic activities)

**A copy of the draft scale is appended as Appendix I**

**Scoring procedure**

Each statement of the scale has five possible responses viz., Never applicable, Rarely applicable, Sometimes applicable, Most frequently applicable and Always applicable. Scores 1,2,3,4, and 5 were assigned to these responses respectively for a positively stated items and the reverse scoring was given for a negative statement.

**Try out and Item analysis**

Even though much care was taken during the item preparation to ensure the discriminating power of the items, the draft scale was administered on a sample of 370 students from various schools of Calicut district. After administering the Scale, the responses were scored according to the scoring scheme and the total score was calculated for each subject. The response sheets were arranged in descending order and the upper 100 and lower 100 sheets were separated. The 100 sheets with highest scores were considered as upper group and 100 sheets with lower scores were considered as the lower group. Then for each item the discriminating power was calculated using the two tailed test of significance of difference between means for large independent samples. The details regarding mean, standard deviation and critical ratio obtained for the upper and lower groups are given in the table 1

**TABLE 1**

**Mean, Standard Deviation**

**and Critical Ratio for the items of Parental Involvement Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| ItemNo |  |  | Critical Ratio |
| Group | N | Mean | Standard Deviation |
| 1 | U.G | 100 | 4.96 | 0.243 | 5.391\*\* |
| L.G | 100 | 4.45 | 0.914 | 5.391\*\* |
| 2 | U.G | 100 | 4.86 | 0.403 | 7.161\*\* |
| L.G | 100 | 4.14 | 0.921 | 7.161\*\* |
| 3 | U.G | 100 | 4.13 | 1.269 | 12.793\*\* |
| 4 | L.G | 100 | 1.97 | 1.114 | 12.793\*\* |
| U.G | 100 | 4.95 | 0.261 | 7.047\*\* |
| 5 | L.G | 100 | 4.13 | 1.134 | 7.047\*\* |
| U.G | 100 | 5.00 | 0.000 | 6.602\*\* |
| 6 | L.G | 100 | 4.36 | 0.969 | 6.602\*\* |
| U.G | 100 | 4.29 | 1.297 | 14.498\*\* |
| 7 | L.G | 100 | 1.82 | 1.104 | 14.498\*\* |
| U.G | 100 | 4.33 | 0.954 | 10.047\*\* |
| 8 | L.G | 100 | 2.63 | 1.397 | 10.047\*\* |
| U.G | 100 | 4.51 | 0.732 | 10.195\*\* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 9 | L.G | 100 | 2.96 | 1.333 | 10.195\*\* |
| U.G | 100 | 4.13 | 1.353 | 12.679\*\* |
| 10 | L.G | 100 | 1.86 | 1.172 | 12.679\*\* |
| U.G | 100 | 4.75 | 0.626 | 10.725\*\* |
| 11 | L.G | 100 | 3.17 | 1.334 | 10.725\*\* |
| U.G | 100 | 4.89 | 0.424 | 11.990\*\* |
| 12 | L.G | 100 | 3.21 | 1.336 | 11.990\*\* |
| U.G | 100 | 4.42 | 1.335 | 3.357\*\* |
| 13 | L.G | 100 | 3.76 | 1.443 | 3.357\*\* |
| U.G | 100 | 4.71 | 0.743 | 12.697\*\* |
| 14 | L.G | 100 | 2.82 | 1.290 | 12.697\*\* |
| U.G | 100 | 4.73 | 0.694 | 15.371\*\* |
| 15 | L.G | 100 | 2.59 | 1.207 | 15.371\*\* |
| U.G | 100 | 4.09 | 1.319 | 12.704\*\* |
| 16 | L.G | 100 | 1.95 | 1.048 | 12.704\*\* |
| U.G | 100 | 4.72 | 0.792 | 7.533\*\* |
| 17 | L.G | 100 | 3.46 | 1.473 | 7.533\*\* |
| U.G | 100 | 4.77 | 0.566 | 9.825\*\* |
| 18 | L.G | 100 | 3.37 | 1.308 | 9.825\*\* |
| U.G | 100 | 2.81 | 1.535 | 5.445\*\* |
| 19 | L.G | 100 | 1.77 | 1.136 | 5.445\*\* |
| U.G | 100 | 4.24 | 1.046 | 11.373\*\* |
| 20 | L.G | 100 | 2.43 | 1.200 | 11.373\*\* |
| U.G | 100 | 4.89 | 0.424 | 13.059\*\* |
| 21 | L.G | 100 | 3.20 | 1.223 | 13.059\*\* |
| U.G | 100 | 4.59 | 1.083 | 15.395\*\* |
| 22 | L.G | 100 | 2.00 | 1.287 | 15.395\*\* |
| U.G | 100 | 4.75 | 0.657 | 12.959\*\* |
| 23 | L.G | 100 | 2.90 | 1.267 | 12.959\*\* |
| U.G | 100 | 4.94 | 0.239 | 8.725\*\* |
| 24 | L.G | 100 | 3.65 | 1.459 | 8.725\*\* |
| U.G | 100 | 4.79 | 0.686 | 6.855\*\* |
| 25 | L.G | 100 | 3.66 | 1.499 | 6.855\*\* |
| U.G | 100 | 2.18 | 1.690 | 2.564\* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 26 | L.G | 100 | 1.68 | 0.973 | 2.564\* |
| U.G | 100 | 4.95 | 0.219 | 12.495\*\* |
| 27 | L.G | 100 | 3.38 | 1.237 | 12.495\*\* |
| U.G | 100 | 4.93 | 0.293 | 11.187\*\* |
| 28 | L.G | 100 | 3.45 | 1.290 | 11.187\*\* |
| U.G | 100 | 5.00 | 0.000 | 9.056\*\* |
| 29 | L.G | 100 | 3.94 | 1.171 | 9.056\*\* |
| U.G | 100 | 4.76 | 0.605 | 7.523\*\* |
| 30 | L.G | 100 | 3.71 | 1.258 | 7.523\*\* |
| U.G | 100 | 3.97 | 1.389 | 10.168\*\* |
| 31 | L.G | 100 | 2.13 | 1.160 | 10.168\*\* |
| U.G | 100 | 4.89 | 0.424 | 13.750\*\* |
| 32 | L.G | 100 | 3.15 | 1.192 | 13.750\*\* |
| U.G | 100 | 4.06 | 1.238 | 10.113\*\* |
| 33 | L.G | 100 | 2.38 | 1.108 | 10.113\*\* |
| U.G | 100 | 4.14 | 1.231 | 10.676\*\* |
| 34 | L.G | 100 | 2.27 | 1.246 | 10.676\*\* |
| U.G | 100 | 4.68 | 0.695 | 16.214\*\* |
| 35 | L.G | 100 | 2.40 | 1.223 | 16.214\*\* |
| U.G | 100 | 4.10 | 1.176 | 11.163\*\* |
| 36 | L.G | 100 | 2.13 | 1.315 | 11.163\*\* |
| U.G | 100 | 4.02 | 1.163 | 10.598\*\* |
| 37 | L.G | 100 | 2.20 | 1.263 | 10.598\*\* |
| U.G | 100 | 4.22 | 1.106 | 10.405\*\* |
| 38 | L.G | 100 | 2.47 | 1.267 | 10.405\*\* |
| U.G | 100 | 4.34 | 1.265 | 7.318\*\* |
| 39 | L.G | 100 | 2.95 | 1.417 | 7.318\*\* |
| U.G | 100 | 4.32 | 1.278 | 12.786\*\* |
| 40 | L.G | 100 | 2.14 | 1.128 | 12.786\*\* |
| U.G | 100 | 4.85 | 0.458 | 9.376\*\* |
| 41 | L.G | 100 | 3.46 | 1.410 | 9.376\*\* |
| U.G | 100 | 4.88 | 0.608 | 5.847\*\* |
| 42 | L.G | 100 | 4.09 | 1.207 | 5.847\*\* |
| U.G | 100 | 5.00 | 0.000 | 4.963\*\* |
| 43 | L.G | 100 | 4.47 | 1.068 | 4.963\*\* |
| U.G | 100 | 4.82 | 0.642 | 11.581\*\* |
| 44 | L.G | 100 | 3.21 | 1.233 | 11.581\*\* |
| U.G | 100 | 4.32 | 1.302 | 11.153\*\* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 45 | L.G | 100 | 2.30 | 1.259 | 11.153\*\* |
| U.G | 100 | 4.92 | 0.442 | 7.873\*\* |
| 46 | L.G | 100 | 3.79 | 1.365 | 7.873\*\* |
| U.G | 100 | 4.97 | 0.171 | 5.792\*\* |
| 47 | L.G | 100 | 4.27 | 1.196 | 5.792\*\* |
| U.G | 100 | 4.99 | 0.100 | 10.278\*\* |
| 48 | L.G | 100 | 3.72 | 1.232 | 10.278\*\* |
| U.G | 100 | 4.71 | 0.656 | 8.271\*\* |
| 49 | L.G | 100 | 3.43 | 1.402 | 8.271\*\* |
| U.G | 100 | 4.93 | 0.256 | 12.030\*\* |
| 50 | L.G | 100 | 3.34 | 1.297 | 12.030\*\* |
| U.G | 100 | 4.89 | 0.399 | 9.127\*\* |
| 51 | L.G | 100 | 3.60 | 1.356 | 9.127\*\* |
| U.G | 100 | 3.09 | 1.832 | 1.682 |
| 52 | L.G | 100 | 2.69 | 1.516 | 1.682 |
| U.G | 100 | 4.97 | 0.171 | 5.143\*\* |
| 53 | L.G | 100 | 4.48 | 0.937 | 5.143\*\* |
| U.G | 100 | 4.45 | 1.114 | 14.287\*\* |
| 54 | L.G | 100 | 2.14 | 1.172 | 14.287\*\* |
| U.G | 100 | 4.97 | 0.300 | 5.409\*\* |
| 55 | L.G | 100 | 4.30 | 1.202 | 5.409\*\* |
| U.G | 100 | 3.36 | 1.931 | 2.054\* |
| 56 | L.G | 100 | 2.84 | 1.637 | 2.054\* |
| U.G | 100 | 4.14 | 1.371 | 10.373\*\* |
| 57 | L.G | 100 | 2.35 | 1.048 | 10.373\*\* |
| U.G | 100 | 4.90 | 0.541 | 6.881\*\* |
| 58 | L.G | 100 | 3.98 | 1.223 | 6.881\*\* |
| U.G | 100 | 4.60 | 0.865 | 9.986\*\* |
| 59 | L.G | 100 | 3.08 | 1.253 | 9.986\*\* |
| U.G | 100 | 4.69 | 0.861 | 9.277\*\* |
| 60 | L.G | 100 | 3.20 | 1.356 | 9.277\*\* |
| U.G | 100 | 4.49 | 1.124 | 15.639\*\* |
| 61 | L.G | 100 | 2.02 | 1.110 | 15.639\*\* |
| U.G | 100 | 4.89 | 0.399 | 7.924\*\* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 62 | L.G | 100 | 3.85 | 1.250 | 7.924\*\* |
| U.G | 100 | 4.74 | 0.613 | 6.593\*\* |
| 63 | L.G | 100 | 3.80 | 1.287 | 6.593\*\* |
| U.G | 100 | 4.35 | 1.258 | 13.706\*\* |
| 64 | L.G | 100 | 2.03 | 1.132 | 13.706\*\* |
| U.G | 100 | 4.93 | 0.326 | 10.232\*\* |
| 65 | L.G | 100 | 3.63 | 1.228 | 10.232\*\* |
| U.G | 100 | 4.94 | 0.239 | 9.729\*\* |
| \*\*P\* P |  |  |  |  |  |

From the Table 1 it is clear that three items viz., item number 25, 51 and 55 have got critical ratio less than 2.58 which is the required value for the significance of mean difference at 0.01 level. Hence these three items were rejected and the final scale thus consists of sixty two items. A copy of the final scale is appended as Appendix II

**Validity**

 Validity of the scale was estimated by the following method

 The content validity of the scale was ensured as the scale was prepared by including the major areas of Parental Involvement viz., child’s academic activities, material help, encouragement in curricular and co-curricular activities and their participation in school related organizations and activaties. The scale was prepared in accordance with the Parental Involvement Inventory prepared and standardized by Usha and Kurvilla (1999). The scale has face validity as the items are clearly stated, direct and used for measuring Parental Involvement.

**Reliability**

 Reliability of the scale was established by test-retest method on a sample of 35 students keeping a gap of three weeks between the two administrations. The coefficient of correlation obtained is 0.74 which indicates that the scale is a reliable one to measure Parental Involvement

b. Scale of Achievement Motivation **(1994)**

 The investigator used the scale of Achievement Motivation prepared and standardized by Pillai and Kumar (1994) to measure Achievement Motivation of students. This scale includes 50 items based on 7 components of Achievement Motivation viz., Work Ethics, Persuit of Excellence, Status Aspiration, Competitiveness, Acquisitiveness, Mastery and Dominance. Out of the 50 items, 8 items belong to the component Work Ethics, 5 items belong to the Persuit of Excellence, 11 items of Status Aspiration, 6 items to Competitiveness, 6 items to Acquisitiveness, 4 items to Mastery and 10 items to Dominance.

 Among these 50 items, 43 are positively stated and 7 are negatively stated. Examples are given below

**Positive statement**

**Example 1**

 I like hard working (Work Ethics)

**Negative statement**

**Example 2**

 I don’t want to be recognized by others (Status Aspiration )

**Scoring procedure**

 Statement of each item has three possible responses viz., ‘yes’ (Y), undecided (U), and ‘No’ (N) Which carries the scores 3,2 and 1 respectively for a positive item. For a negative item, scoring is in the reverse order. The sum of scores for individual items will indicate the score on Achievement Motivation of the subject.

**Validity and Reliability**

 Criterion related validity and reliability of the scale was re-established by Koya (2001) and found that the criterian validity co efficient is 0.70 which shows that the scale is valid to measure Achievement Motivation. Chroubach coefficients of reliability obtained for the components of Achievement Motivation are presented in Table 2

**TABLE 2**

**Reliability co-efficients**

**obtained for the components of Achievement Motivation**

|  |  |  |
| --- | --- | --- |
| SI. No. | Components of Achievement Motivation | Reliability co efficient |
| 1 | Work Ethics | 0.71 |
| 2 | Per suit of Excellence | 0.66 |
| 3 | Status Aspiration | 0.82 |
| 4 | Competitiveness | 0.64 |
| 5 | Acquisitiveness | 0.67 |
| 6 | Mastery | 0.6 |
| 7 | Dominance | 0.68 |

 The obtained reliability indices show that the scale is reliable to measure Achievement Motivation of Secondary School Students.

 The investigator tried to find out the reliability of the scale by test-retest method. For this, the scale was administered to a group of students (N=35). After three weeks, the same scale was administered to the same group of students and after scoring the Pearson’s correlation (r) for the two sets of scores were calculated. The coefficient of correlation obtained is 0.73 which shows that the scale is a reliable one.

 The general data regarding sex, Locale and Type of management of the school were collected by a general data sheet.

**E. SAMPLE**

 The population for the present study was secondary school pupils of Kerala. The investigator proposed the study as a sample of 600 students belonging to three revenue districts of Kerala viz., Kozhikode, Malppuram and Kannur. The sample was selected through stratified sampling technique, the strata being sex of the student, and Type of Management of the school.

N = 360

N= 360

Govt.

240

Aided

300

Unaided 60

Boys

120

Girls

120

Boys

150

Girls

150

Boys

30

Girls

30

**Figure 1**

**The break up of the proposed sample**

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**a. Data Collection Procedure**

 After finalising the sample and the tools to be used, the investigator prepared a list of schools to be visited giving due weightage to type of management of the school and time schedule for visiting the school and time schedule for visiting the schools selected randomly was also prepared. The investigator approached the heads of the schools with a letter of recommendation from the principal, Farook Training College seeking permission to collect the data from the institution. The investigator met the class teachers of the allotted classes and necessary arrangements were made to collect data.

 Pupils were asked to respond all items in the scale. The method of responding was explained and demonstrated by the investigator. Doubts were clarified whenever needed. After giving enough time to respond, the response sheets were collected back.

List of schools from which sample was taken is appended as Appendix III

1. **Scoring and consolidation of Data**

Incomplete sheets were discarded and this reduced the sample size into 525.

N= 525

Govt.

234

Aided

216

Unaided 75

Boys

105

Girls

129

Boys

95

Girls

121

Boys

57

Girls

18

**Figure 2**

**The break up of the final sample**

The response sheets were scored according to the scoring scheme. Total score of each subject was calculated in the scale of Parental Involvement. In the case of Achievement Motivation, the total score for each component as well as the total score of the scale was calculated.

**G. STATISTICAL TECHNIQUES USED**

Statistical techniques used for the study are

1. **Test of significance of Mean Difference for Large Independent samples**



 (Garret,1981)

t= Critical Ratio

= Mean Scores of the two samples

= Standard deviation of the two samples

= Size of the two samples respectively

1. **Pearson’s Product Moment co-efficient of correlation (r)**

Pearson’s method was used to find out the extent of relationship between parental Involvement and Achievement Motivation, and its components for the total sample and the relevant sub samples based on sex and Type of Management.

The machine formula for calculating ‘r’ is



(Kahn, 2004)

Where

Sum of the X Scores

sum of the Y Scores

Sum of the Squared X Scores

Sum of the Squared Y scores

Sum of the product of Paired X and Y Scores

N= Number of paired scores

1. **Test of Significance of difference between correlation co-efficients**

To know whether the relevant sub samples differ significantly in the extent of relation between the variables critical ratio was calculated using the formula.



(Garret, 1979)

Where Zr1= Fischer’s Z transformation of r1

Zr2= Fischer’s Z transformation of r2

N1= Sample size of group 1

N2= Sample size of group 2

**ANALYSIS**

 Statistical analysis of data so as to test the hypotheses stated and a discussion of the results are presented in this chapter.

Analysis of data and discussion of results are presented under the following headings.

A.. Relationship between Parental Involvement and Achievement Motivation.

B. Relationship between Parental Involvement and the components of Achievement Motivation.

C. Significance of difference between the relevant sub groups in the extent of relationship between Parental Involvement and Achievement Motivation.

A. **RELATIONSHIP BETWEEN PARENTAL INVOLVEMET AND**

 **ACHIEVEMENT MOTIVATION**

Coefficient of correlation for the variables Parental Involvement and Achievement Motivation for the total sample and relevant sub samples were calculated and tested for significance. The details are given as table 3

**TABLE 3**

**Coefficient of Correlation**

**between Parental Involvement and**

**Achievement Motivation for the Total sample and relevant sub samples**

|  |  |  |
| --- | --- | --- |
| Variable I | Group | Variable II ( Achievement Motivation) |
| Parental Involvement  | Total sample | 0.390\*\* |
| Parental Involvement | Boys | 0.418 |
| Parental Involvement | Girls | 0.358\* |
| Parental Involvement | Government schools | 0.332\*\* |
| Parental Involvement | Aided schools | 0.405\*\* |
| Parental Involvement | Unaided schools | 0.585\*\* |

\*P < 0.05

\*\*P <0.01

Discussion of Results

From the Table 3 it can be found that the coefficient of correlation for the variables Parental Involvement and Achievement Motivation in the case of total sample is 0.390 which is greater than 0.115 the value required for significance at 0.01 level ( N=525). That is, the two variables Parental Involvement and Achievement Motivation are significantly related. Even though a two tailed test of significance was used to test the significance, positive sign of the coefficient obtained suggests that the two variables Parental Involvement and Achievement Motivation are positively related, but the value indicates that the relationship is substantial.

 The coefficient of correlation for the variables Parental Involvement and Achievement Motivation for boys is 0.418. The relationship between the two variables is found to be significant as the value obtained is 0.418 which is greater than the required value 0.182 for significance at 0.01 level (N=257). That is, Parental Involvement and Achievement Motivation are significantly positively related for boys and the relationship is substantial.

From the Table 3 it can be found that the coefficient of correlation for the variables Parental Involvement and Achievement Motivation in the case of girls is 0.358 which is just higher than 0.182 the value required for significance at 0.01 level (N=268). That is, in the case of girls, Parental Involvement and Achievement Motivation are significantly related and the relationship is positive and substantial.

The value of ‘r’ obtained in the case of Parental Involvement and Achievement Motivation for the government school students is 0.332 which is greater than the required value 0.182 for significance at 0.01 level (N=234). This indicates that the two variables Parental Involvement and Achievement Motivation are significantly related in the case of Government school students. There exist a positive, low but significant relationship between Parental Involvement and Achievement Motivation for the Government school students.

The correlation coefficient obtained revealed that the variables, Parental Involvement and Achievement Motivation are significantly related in the case of aided school students, r= +0.405, N=216,P<0.01, two tailed. The positive sign of ‘r’ indicates that for aided school students, Parental Involvement and Achievement Motivation are positively related and the extent of relationship is substantial.

The coefficient of correlation for the variables Parental Involvement and Achievement Motivation for unaided school students is 0.585 which is higher than the required value 0.305 for significance at 0.01 level(N=75). This indicates that the two variables Parental Involvement and Achievement Motivation are significantly related in the case of Unaided school students. This means that for unaided school students, Parental Involvement and Achievement Motivation are positively related and the relationship is substantial.

B. RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND THE COMPONENTS OF ACHIEVEMENT MOTIVATION

To know the relationship of Parental Involvement and the components of Achievement Motivation viz; Work Ethics, Pursuit of Excellence, Status Aspiration, Competitiveness, Acquisitiveness, Mastery and Dominance Pearson’s correlation coefficients were calculated and tested for significance using a two- tailed test. Details are given as table 4

**Discussion of Results**

From the table 4, It can be found that the coefficient of correlation for the variables Parental Involvement and the components of Achievement Motivation, Work Ethics for the total sample is 0.29 which is greater than the required value 0.115 for significance at 0.01 level(N=525). This indicates that the two variables Parental Involvement and Work Ethics are significantly related. The sign of the correlation coefficient obtained is positive which indicates a positive relationship between the two variables. That is, an increase or decrease in one variable may result in a corresponding increase or decrease (Very low) in the other variable.

The correlation coefficient obtained revealed that the variables, Parental Involvement and Pursuit of Excellence are significantly related in the case of total sample, r= +0.14, N=525, p<0.01, two tailed. The positive sign of ‘r’ indicates that Parental Involvement and Pursuit of Excellence are positively related but the extent of relationship is very low.

 From the table 4, It can be found that the correlation coefficient for the variables Parental Involvement and Status Aspiration in the case of total sample is 0.24. The relationship between the two variables Parental Involvement and the component of Status Aspiration is found to be significant as the value obtained is 0.24 which is higher than the required value 0.115 for significant at 0.01 level(N=525). That is, the two variables Parental Involvement and Status of Aspiration are significantly related. The value of ‘r’ obtained suggests that the two variables Parental Involvement and Status of Aspiration are positively related, but the relationship is low.

The value of ‘r’ obtained in the case of Parental Involvement and Competitiveness for the total sample is 0.21 which is greater than the required value 0.115 for significance at 0.01level (N=525). This indicates that variables Parental Involvement and the component competitiveness are significantly related. There exist a positive, low but significant relationship between the variables Parental Involvement and competitiveness.

The coefficient of correlation for the variables Parental Involvement and Acquisitiveness for the total sample is 0.37 which is higher than the tabled value of ‘r’ 0.115 for significance at 0.01 level(N=525). This means that the two variables Parental Involvement and Acquisitiveness are significantly related. The sign of the correlation coefficient obtained is positive which indicates a positive relationship between the two variables, and the relationship is substantial

The correlation coefficient obtained revealed that the variables Parental Involvement and Mastery are significantly related in the case of total sample, r =+0.15, N=525, P<0.01, two-tailed. The positive sign of ‘r’ indicates that, Parental Involvement and Mastery are positively related and the extent of relationship is very low.

The value of ‘r’ obtained in the case of Parental Involvement and Dominance for the total sample is 0.20 which is greater than the required value 0.115 for significance at 0.01level (N=525). That is , the two variables Parental Involvement and the component Dominance are significantly related. There exists a positive, low but significant relationship between the variables Parental Involvement and Dominance.

The coefficient of correlation for the variables Parental Involvement and Work Ethics for boys is 0.29 which is higher than the required value 0.182 for significance at 0.01 level (N=257). This indicates that the two variables Parental Involvement and Work Ethics are significantly related for boys. That is for boys, Parental Involvement and Work Ethics are positively related and the extent of relationship is low.

The correlation coefficient obtained revealed that the variables, Parental Involvement and Pursuit of Excellence are significantly related in the case of boys, r=+0.15,N=257,P<0.05, two-tailed. The positive sign of ‘r’ indicates that for boys, Parental Involvement and Pursuit of Excellence are positively related, but the relationship is very low.

The value of ‘r’ obtained in the case of Parental Involvement and status Aspiration for the boys is 0.24 which is greater than the required value 0.182 for significance at 0.01 level(N=257). This indicates that variables Parental Involvement and the component Status Aspiration are significantly related for boys. That is there exists a positive, low but significant relationship between the variables Parental Involvement and Status Aspiration in the case of boys.

The coefficient of correlation for the variables Parental Involvement and Competitiveness for boys is 0.22. The relationship between the two variables, Parental Involvement and the component Competitiveness is found to be significant as the value obtained is 0.22 which is greater than the required value 0.182 for significance at 0.01 level (N=257). That is, the two variables are significantly related in the case of boys. The value of ‘r’ obtained suggests that Parental Involvement and competitiveness are positively related, but the relationship is low in the case of boys.

The correlation coefficient obtained revealed that the variables, Parental Involvement and Acquisitiveness are significantly related in the case of boys, r=+0.42, N=257, P< 0.01, two-tailed. The positive sign of ‘r’ indicates that for boys, Parental Involvement and Acquisitiveness are positively related and the extent of relationship is substantial.

The coefficient of correlation for the variables Parental Involvement and the component of Achievement Motivation , Mastery for boys is 0.11 which is less than the required value 0.139 for significance at 0.05 level(N=257). This indicates that the two variables Parental Involvement and Mastery are not significantly related for boys.

The value of ‘r’ obtained in the case of Parental Involvement and Dominance for boys is 0.29 which is higher than the required value 0.182 for significance at 0.01 level (N=257). That is , the variables Parental Involvement and the component Dominance are significantly related for boys. There exist a positive, low but significant relationship between Parental Involvement and Dominance for boys.

From the Table 4 it can be found that the coefficient of correlation for the variables Parental Involvement and the component of Achievement Motivation, Work Ethics for girls is 0.28 which is greater than the required value 0.182 for significance at 0.01 level (N=268). This indicates that the two variables are significantly related. That is for girls , Parental Involvement and Work Ethics are positively related and the extend of relationship is low.

The coefficient of correlation for the variables Parental Involvement and Pursuit of Excellence in the case of girls is 0 .15 which is just greater than 0.139 the value required for significance at 0.05 level (N=268). This indicates that those two variables are significantly related for girls. There exist a positive, very low but significant relationship between Parental Involvement and Pursuit of Excellence for girls.

The value of ‘r’ obtained in the case of Parental Involvement and Status Aspiration for girls is 0.25 which is greater than the required value 0.182 for significance at 0.01 level. That is, Parental Involvement and Status Aspiration are significantly related. This sign of the correlation coefficient obtained is positive which indicates a positive relationship between the two variables. That is in the case of girls; an increase or decrease in one variable may result in a corresponding increase or decrease (low) in the other variables.

From the table 4 it can be found that the coefficient of correlation for the variables Parental Involvement and Competitiveness in the case of girls is 0.19 which is just greater than 0.182 the value required for significance at 0.01 level (N=268). This indicates that the two variables are significantly related. The value of ‘r’ obtained suggests that Parental Involvement and Competitiveness are positively related, but the relationship is low.

The correlation coefficients for the variables Parental Involvement and the Acquisitiveness for girls is 0.29. The relationship between the two variables is found to be significant as the value obtained is 0.29 which is higher than the required value 0.182 for significance at 0.01 level (N=268). That is, Parental Involvement and Acquisitiveness are significantly related. There exist a positive, low but significant relationship between the variables Parental Involvement and Acquisitiveness for girls.

The correlation coefficients obtained reveled that the variables, Parental Involvement and Mastery are significantly related in the case of girls, r =+0.22, N=268,P<0.01, two- tailed. The positive sign of ‘r’ indicates that for girls, Parental Involvement and Mastery are positively related and the extend of relationship is low.

The coefficient of correlation for the variables Parental Involvement and Dominance for girls is 0.09 which is less than the required value 0.139 for significance at 0.05 level (N=268). This indicates that the two variables are not significantly related for girls.

The value of ‘r’ obtained in the case of Parental Involvement and the component of Achievement Motivation, Work Ethics in the case of Government school students is 0.26 which is greater than the required value 0.182 for significance at 0.01 level (N=234). This indicates those variables Parental Involvement and the component Work Ethics are significantly related for the Government school students. There exists a positive, low but significant relationship between the variables Parental Involvement and Work Ethics for the government school students.

The coefficient of correlation for the variables Parental Involvement and Pursuit of Excellence for Government school students is 0.06 which is less than the required value 0.139 for significance at 0.05 level (N=234). That is, the two variables Parental Involvement and Pursuit of Excellence are not significantly related for the Government school students.

The correlation coefficient obtained revealed that the variables, Parental Involvement and status Aspiration are significantly related in the case of government school students, r=+0.24, N=234,P<0.01, two- tailed. The positive sign of ‘r’ indicates that for Government school students , Parental Involvement and Status Aspirations are positively related and the extent of relationship is low.

 The coefficient of correlation for the variables Parental Involvement and Competitiveness for Government school students is 0.24 which is greater than the required value 0.182 for significance at 0.01 level (N=234). This indicates that the two variables Parental Involvement and Competitiveness are significantly related. This means that for Government school students two variables are positively related, but the relationship is low.

 From the table 4 it can be found that the correlations coefficient for the variables Parental Involvement and Acquisitiveness in the case of Government school students is 0.37. The relationship between the two variables is found to be significant as the value obtained is 0.37 which is higher than the required value 0.182 for significance at 0.01 level (N=234). That is , the two variables are significantly related. The value of ‘r’ obtained suggest that the two variables Parental Involvement and Acquisitiveness are positively related, and the relationship is substantial in the case of Government school students.

The value of ‘r’ obtained in the case of Parental Involvement and Mastery for the Government school students is 0.12 which is less than 0.139 the value required for significance at 0.05 level (N=234) . This indicates that the two variables Parental Involvement and the component Mastery are not significantly related for the Government school students.

The correlation coefficient for the variables Parental Involvement and Dominance for the Government school student is 0.17 which is just greater than the required value 0.139 for significance at 0.05 level (N=234). That is, the two variables Parental Involvement and Dominance are significantly related. This means that for Government school students, Parental Involvement and Dominance are positively related and the extent of relationship is low.

From the table 4 it can be found that the coefficient of correlation for the variables Parental Involvement and Work Ethics for the Aided school students is 0.30 which is greater than the tabled value 0.182 for significance at 0.01 level (N=216). This indicates that the two variables Parental Involvement and Work Ethics are significantly related. The sign of the correlation coefficient obtained is positive which indicates a positive relationship between the two variables. That is , in the case of Aided school students, an increase or decrease in one variable may result in a corresponding increase or decrease (low) in the other variable.

The correlation coefficient for the variables Parental Involvement and Pursuit of Excellence for the Aided school student is 0.14 which is just higher than the required value 0.139 for significance at 0.05 level (N=216). That is, the relationship between the two variables can be considered as significant. The positive sign of the coefficient obtained indicates a positive relationship between the two variables. Even though the extent of relation between the variables is very low, the relationship is significant at 0.05 level. That is in the case of Aided school students, an increase or decrease in one variable say Parental Involvement will result in a very low increase or decrease in the second variable Pursuit of Excellence.

The correlation coefficient obtained revealed that the variables, Parental Involvement and Status Aspiration are significantly related in the case of Aided school student , r=+0.26,N=216,P<,0.01, the two-tailed. The positive sign of ‘r’ indicates that for Aided school students, Parental Involvement and status Aspiration are positively related and the extent of relationship is low.

From the table 4, it can be found that the coefficient of correlation for the variables Parent Involvement and Competitiveness for the Aided school student is 0.20 which is just higher than the tables value 0.182 for significance at 0.01 level (N=216). This indicates that Parental Involvement and Competitiveness are significantly related for the Aided school students. There exist a positive, low but significant relationship between the variables Parental Involvement and competitiveness for the Aided school students.

The correlation coefficient for the variables Parental Involvement and Acquisitiveness for the Aided school students is 0.38 which is greater than the tabled value of ‘r’ 0.182 for significance at 0.01 level (N=216). This means that the two variables Parental Involvement and Acquisitiveness are significantly related for the Aided school students. The sign of the correlation coefficient obtained is positive which indicates a positive substantial relationship between the two variable in the case of Aided school students.

The value of ‘r’ obtained in the case of Parental Involvement and Mastery for the Aided school students is 0.17 which is just higher than the required value 0.139 for significance at 0.05 level (N=216) . This indicates that variables Parental Involvement and Mastery are significantly related for the Aided school students (P<0.05). There exists a positive, very low but significant relationship between the variables Parental Involvement and Mastery for the Aided school students.

 The correlation coefficient obtained revealed that the variables, Parental Involvement and Dominance are significantly related in the case of Aided school students r=+0.21,N=216,P<0.01, two- tailed. The positive sign of ‘r’ indicates that for Aided school students , Parental Involvement and Dominance are positively related and the extent of relationship is low.

The value of ‘r’ obtained in the case of Parental Involvement and Work Ethics for the Unaided school student is 0.30. The relationship between two variables Parental Involvement and component Work Ethics is found to be significant as the value obtained is greater than the tabled value 0.235 for significance at 0.05 level(N=75). That is, the two variables Parental Involvement and Work Ethics are significantly related. The value of ‘r’ obtained suggests that the two variables are positively related and the relationship is low.

 The value of ‘r’ obtained revealed that the variables, Parental Involvement and Pursuit of Excellence are significantly related in the case of unaided school students, r=+0.25,N=75,P<0.05, two – tailed. The positive sign of ‘r’ indicates that for Unaided school students, Parental Involvement and Pursuit of Excellence are positively related and the extent of relationship is low.

 The coefficient of correlation for the variables Parental Involvement and Status Aspiration for Unaided school student is 0.54 which is greater than the required value 0.305 for significance at 0.01 level (N=75). That is , the two variables Parental Involvement and Status Aspiration are significantly related for the Unaided school student and the extent of relationship is substantial.

 The value of ‘r’ obtained in the case of Parental Involvement and the component of Achievement Motivation, competitiveness for Unaided school student is 0.25 which is just higher than the required value 0.235 for significance at 0.05 level (N=75). This indicates that the variable Parental Involvement and Competitiveness are significantly related for the Unaided school students. There exist a positive, low but significant relationship between the variables Parental Involvement and competitiveness for the Unaided school students.

 From the table 4, it can be found that the coefficient of correlation for the variables Parental Involvement and Acquisitiveness in the case of Unaided school students is 0.44 which is greater than 0.305 the value required for significance at 0.01 (N=75). That is, the two variables Parental Involvement and Acquisitiveness are significantly related for the Unaided school students. The positive sign of the coefficient obtained indicates a positive relationship between the two variables. The extent of relation between the variables is substantial and the relationship is significant at 0.01 level. That is in the case of Unaided school students an increase or decrease in one variable say Parental Involvement will result in a substantial increase or decrease in the second variable Acquisitiveness.

The coefficient of correlation for the variables Parental Involvement and the component of Achievement Motivation, Mastery for the unaided school students is 0.13 which is less than the required value 0.235 for significance at 0.05 level. This indicates that the two variables Parental Involvement and Mastery are not significantly related for the Unaided school students.

The value of ‘r’ obtained revealed that the variables , Parental Involvement and Dominance are significantly related in the case of Unaided school students, r=+0.39, N=75,P<0.01, two-tailed. The positive sign of ‘r’ indicates that for Unaided school student Parental Involvement and Dominance are positively related and the extent of relationship is substantial.

**C**. **SIGNIFICANCE OF DIFFERENCE BETWEEN THE RELEVANT SUB GROUPS IN THE EXTENT OF RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION**

Coefficients of Correlation obtained and the result of test of significance of difference between r’s for the relevant sub samples are given in the table 5

**TABLE 5**

**Results of Test of Significance**

 **of Difference between the Extent of Relation between the Parental**

 **Involvement and Achievement Motivation for the Relevant Sub Samples**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl no. | GroupsCompared | N | r | CriticalRatio |
| 1 | Boys | 257 | 0.418 | 0.8017 |
| Girls | 268 | 0.358 |
| 2 | Government | 234 | 0.332 | -0.8478 |
| Aided | 216 | 0.405 |
| 3 | Government | 234 | 0.332 | -2.5623\* |
| Unaided | 75 | 0.585 |
| 4 | Aided | 216 | 0.405 | -1.9399 |
| Unaided | 75 | 0.585 |

 \*P<0.05

Discussion of Results

A. Comparison of r’s obtained for Boys and Girls

The correlation coefficients for Parental Involvement and Achievement Motivation of Boys and Girls were compared using the test of significance of difference between r’s . Table 5 reveals that the obtained critical 0.80 is less than 1.96 the tabled value for significance at 0.05 level (two – tailed). This means that the sex difference in the extent of relationship between Parental Involvement and Achievement Motivation is not significant.

B Comparison of r’s obtained for Government. and Aided school students.

From table 5 it is seen that, the critical ratio obtained in the case of Government and Aided school student is -0.84 which is less than 1.96, the required value for significance at 0.05 level. That is significant difference does not exist between Government and aided school students in their extent of relationship of the variables Parental Involvement and Achievement Motivation.

C. Comparison of r’s obtained for Government and Unaided school students

The critical ratio obtained for coefficient of correlation between Parental Involvement and Achievement Motivation for Government and Unaided school students is -2.56 which greater than 1.96 is, the value required for significance at 0.05 level. That is there is significant difference in the relationship of Parental Involvement and Achievement Motivation between Government and unaided school students. The correlation coefficient obtained gives an idea that the extent of relationship of the variables Parental Involvement and Achievement Motivation is higher among Unaided school students than that of Government school student. That is increase in Parental Involvement may bring a higher level in increase in Achievement Motivation among Unaided school students than that of Government school students.

D. Comparison of r’s obtained for Aided and Unaided school students.

 From table 5 it can be found that the critical ratio obtained in the case of Aided and Unaided school students is -1.93 which is less than 1.96, the required critical ratio for 0.05 level of significance. This suggests that, the two groups do not differ significantly in the relationship of Parental Involvement and Achievement Motivation.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

 This chapter provides an overview of the significant aspects of the study viz., study in retrospect, major findings of the study, tenability of the hypotheses, educational implications and suggestions for further research in the area.

1. **STUDY IN RETROSPECT**

 The present study was entitled as **“RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL PUPILS OF KERALA”**.

1. **VARIABLE**

The present study involved two major variables, Parental Involvement and Achievement Motivation. The components of Achievement Motivation viz., Work Ethics, Pursuit of Excellence, Status Aspiration, Competitiveness, Acquisitiveness, Mastery and Dominance were also taken as separate variables. The study involves Sex of the student and Type of Management of the school as the categorical variables.

1. **OBJECTIVES**

 The following were the objectives set for the study

* 1. To estimate the extent of relationship between Parental Involvement and Achievement Motivation for the total sample and relevant sub samples based on.
		1. Sex and
		2. Type of Management
	2. To estimate the extent of relationship between Parental Involvement and the components of Achievement Motivation for the total sample and relevant sub samples based on
		1. Sex and
		2. Type of Management
	3. To find out whether the relevant sub samples differ significantly in their relationship between Parental Involvement and Achievement Motivation
1. **HYPOTHESES**

The hypotheses formulated for the study were the following.

* 1. There will be significant relationship between Parental Involvement and Achievement Motivation of Secondary school pupils and in the sub groups based on
		1. Sex and
		2. Type of Management
	2. There will be significant relationship between parental Involvement and the components of Achievement Motivation of Secondary school pupils and in the sub groups based on.
		1. Sex and
		2. Type of Management
	3. There will be significant difference in the extent of relationship between Parental Involvement and Achievement Motivation in the relevant sub groups base on
		1. Sex and
		2. Type of Management
1. **METHODOLOGY**
	* + 1. **Sample**

The study was conducted on a sample of 525 students of standard IX. Sample selection was done by stratified sampling technique giving due representation to factors like sex and type of management.

* + - 1. **Tools used**
		1. Parental Involvement Scale
		2. Scale of Achievement Motivation
1. **Statistical Techniques Used**
	* 1. Test of Significance of Mean Difference for Large Inpendent Groups.
		2. Pearson’s product Moment co efficient of correlation (r)
		3. Test of Significance of Difference between Correlation co- efficients
2. **MAJOR FINDINGS OF THE STUDY**

 Major findings of the study are given below.

1. Parental Involvement and Achievement Motivation are significantly related (p0.01) and the relationship is positive and substantial.
2. For the subgroups based on Sex of the student and Type of Management of the school the two variables are positively related and relationship is substantial(p0.01)
3. Parental Involvement and the seven components of Achievement Motivation are significantly related in the total sample (p0.01) and the relationship varies from very low to substantial.
4. For boys, Parental Involvement has highest relationship with Acquisitiveness (r=0.42,p 0.01) and the least with the pursuit of excellence(r =0.15, N=257, p0.05) . There is no significant relationship between Parental Involvement and Mastery (p>0.05) of boys.
5. For girls, Parental Involvement is positively related with Work Ethics, Status Aspiration, Competitiveness, acquisitiveness, Mastery (p0.01) and Pursuit of Excellence (p0.05). Parental Involvement of girls is not significantly related with Dominance
6. Among government school students. Parental Involvement is positively related in the Work Ethics, Status Aspiration, Competitiveness, Acquisitiveness and Dominance(p0.01) but the relation ship between Parental Involvement and pursuit of excellence as well as mastery are not significant (p>0.05)
7. For aided school students, all the components are significantly related in the Parental Involvement and the highest relationship is between Parental Involvement and Acquisitiveness (r=0.38, p0.01) and the least in with pursuit of excellence (r=0.14, p0.05).
8. Parental Involvement of unaided school students is significantly related to work ethics (r=0.30, p=0.01), pursuit of excellence (r=0.25,p<=0.05), status aspiration (r=0.25, p=0.05) and Acquisitiveness (r=0.44, p0.01) the variables Mastery and Dominance are found to be not significantly related to Parental Involvement in the case of Unaided school students.
9. The extent of relationship between Parental Involvement and Achievement Motivation of boys and girls , Government school students and Aided school students, and Aided school students and Unaided school students do not differ significantly (p>0.05)
10. Significant difference in the extent of relationship between Parental Involvement and Achievement Motivation was observed in the case of government and unaided school students (p0.05)

**CONCLUSION**

Analysis of data collected made the investigator to arrive at the following conclusion.

 Parental Involvement is significantly related to Achievement Motivation and to its seven components, viz; Work Ethics, Pursuit of Excellence, Status Aspiration, Competitiveness, Acquisitiveness, Mastery and Dominance. In the case of boys, the same result was found except for Mastery. When girls were considered the variable Parental Involvement is related to Achievement Motivation and its components except Dominance. When Government school students were considered, Pursuit of Excellence and Mastery were found to be not significantly related to Parental Involvement. Parental Involvement of Aided school students is related to Achievement Motivation and its components. But Parental Involvement of Unaided school students is not significantly related to Mastery and Dominance

 There is a substantial relationship between Parental Involvement and Achievement Motivation of secondary school students. It is also substantial in the case of boys, girls, Aided school students and Unaided school students. But when the components are considered, the relationship is substantial only in the case of Acquisitiveness. The relationship of Parental Involvement and Acquisitiveness is substantial in the case of boys, Government school students, Unaided school students. In all other cases, the relationship is either low or very low.

 Significant difference in the extent of relationship between the variables Parental Involvement and Achievement Motivation was found in the case of government and Unaided school students. The extent of relationship as observed is more in the case of Unaided school students. The extent of relationship between Parental Involvement and Achievement Motivation is the same for boys and girls, Government and Aided school students and Aided and Unaided school students.

**TENABILITY OF HYPOTHESES**

The first hypothesis states that

 “There will be significant relationship between Parental Involvement and Achievement Motivation of secondary school pupils and in the sub groups based on Sex and Type of Management”

The relationship between Parental Involvement and Achievement Motivation is found to be significant for the total sample and relevant sub samples based on sex and type of management. Hence the first hypothesis is substantiated.

The second hypothesis states that

“There will be significant relationship between Parental Involvement and the components of Achievement Motivation of Secondary school pupils and in the sub groups based on Sex and Type of Management”

The relationship between Parental Involvement and the components of Achievement Motivation were found to be significant in the case of total sample.

 In the case of boys, Parental Involvement is significantly related to all the components of Achievement Motivation except Mastery.

 For girls, Parental Involvement is significantly related to the components of Achievement Motivation except Dominance.

 In the case of Government school students Parental Involvement is significantly related to five components of Achievement Motivation. The two components that are not significantly related to Parental Involvement are Pursuit of Excellence and Mastery.

 For aided school students, all the seven components of Achievement Motivation are significantly related to Parental Involvement.

 Except Mastery and Dominance, all the other components of Achievement Motivation viz; Work Ethics , Pursuit of Excellence, Status Aspiration, Competitiveness and Acquisitiveness are found to be significantly related in the Parental Involvement in the case of Unaided school students. Thus the second hypothesis is partially satisfied.

The third hypothesis states that

“There will be significant difference in the extent of relationship between Parental Involvement and Achievement Motivation in the relevant sub groups based on Sex and Type of Management”

 In the case of boys and girls, no significant difference was observed in the extent of relationship between Parental Involvement and Achievement Motivation of Government and Aided school students was observed.

 Aided and Unaided school student do not differ significantly in the extent of relationship between Parental Involvement and Achievement Motivation.

 Significant difference in the extent of relationship between Parental Involvement and Achievement Motivation was observed in the case of Government and Unaided school students .

 Thus the third law is partially substantiated.

 Parents have much role in the development of the children in order to be effective in their parenting, they should.

* Try to create and maintains a home environment that will help their children to do their academic activities.
* Not expect more from the child in the case of academic performance.
* Not compare the performance of their children with that of others and make them under pressure.
* Evaluate their children’s academic progress over a period of time rather than one single test score
* Not consider children as the instruments of acquiring their own ambitions.
* Try to realize and accept the abilities and disabilities of the child.
* Talk with their children and encourage them to do their best.
* Besides teachers, parents can also motivate their children to a great extent.
* The combined efforts of parents, teachers, peers etc warld really boost up the effect.
* Encourage reading habits in children, especially books of great leaders, social workers, scientist etc.
* Shaw devotion in hearing the child and give the child loving care and protection.
* Not hesitate to accept and encourage the dignity of each and every good activity shown by the children.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

 The present study was to test the relationship between Parental Involvement and Achievement Motivation of Secondary School pupils of Kerala. The findings of the study and conclusions drawn helped the investigator to suggest the following.

As Parental Involvement is found to be positively related with Achievement Motivation, an increase in the parental Involvement will bring an increase in Achievement Motivation leading to students performance. It was also found that Parental Involvement is significantly related with the components of Achievement Motivation except Mastery and Dominance in the case of sub groups based on sex and type of Management. So attempts to increases the Parental Involvement in the academic and non-academic activities school consellors and non academic activities of the school should be made by teachers, parents Government, and administrators. Some suggestions to improve parental involvement are given below.

* 1. School can conduct seminars, symposiums and workshops with a view to enhance parent participation and ensuring participation of all parents.
	2. Teachers can ask parents for advice and assistance and give parents a voice in school’s decisions.
	3. Teachers can plan parent participation strategies to give equal consideration to the needs of all families represented in a class.
	4. Occasionally, educationists and experts will be invited to address the parents.
	5. School can organize guidance programmes for creating awareness about the importance of Parental Involvement. Parents should know that the responsibility for the education and development of their children does not rest with the school alone.
	6. School should create an environment that encourages information sharing. The school administration should be more decentralized parents should be given more voice in the school programmes.
	7. Teachers should find out enough time to interact with the parents and they should inform the parents their ward’s development and behaviour in the school.
	8. Plan ahead for parent-teacher conferences and follow up on them.
	9. Teachers can plan for parental involvement by recognizing and over coming barriers to participation of parents.
	10. Parents may be invited to the school for sharing their experiences and resources with others.

 Government must encourage the participation of parents and community members in the organization of school activities. For this the school must be a centre of community living. As any organization, school must be at the centre of community and community service programmes must be made a part of the curriculum at each stage.

 Enough facilities must be frequently provided to conduct programmes for parents in each school. Teachers must be encouraged to have better relationship with parents.

 Programmes on good parenting, hazards of development at adolescent stage, vocational course suitable for individuals, transaction analysis etc should be organized in the school.

1. The curriculum should be flexible according to the needs and interest of the students. There should be provision for the utilization of community resources in the curriculum.
2. In each gathering, experts in the field of educational psychology, different subject experts and other art standing figures who enjoy fruitful maturity can be invited, so as to guide and interact with the students so that this may lead to the creation of a healthy environment.

**SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the study and the limitations encountered in the present study helped the investigator to suggest the following for further research.

1. The present study was conducted on a representative sample of standard IX. The sample can be enlarged to include pupils from VIII and X.
2. The present study was conducted on a representative sample of students from Kozhikode, Malappuram and Kannur districts. The same study can be conducted in other districts of Kerala.
3. Efficiency of Parental Involvement, Achievement Motivation and other relevant variables in predicting Academic achievement at different levels can be studied.
4. The study can be replicated on primary school students.

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**APPENDIX IV**

**DETAILS OF THE TOTAL SAMPLE**

**List of schools from which sample was selected.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Name of the school | Type of Management | Locality of school | Medium of Instruction | Type of school | Revenue district |
| 1 | Medical college campus GHSS, Kovoor | Government | Urban | Malayalam | Co.Education | Kozhikode |
| 2 | GHSS, Kuttikkattoor | Government | Rural | Malayalam | Co.Education |
| 3 | GHSS, Peringolam | Government | Rural | Malayalam | Co. Education |
| 4 | Savio HSS | Aided | Urban | Malayalam | Co. Education |
| 5 | Pantheerankavu HS | Aided | Rural | Malayalam | Co. Education |
| 6 | C.M.C (Girls) HS, Elathur | Aided | Rural | Malayalam | Girls |
| 7 | J.D.T-Islam Iqraa HS Malaparamba | Un-aided | Rural | English | Co. Education |
| 8 | Chinmaya Vidhyalaya HSS Nellikkode | Un-aided | Urban | English | Co. Education |
| 9 | G H S S, Vazhakkad | Government | Rural | Malayalam | Co. Education | Malappuram |
| 10 | G H S S- Girls, Manjeri | Government | Urban | Malyalam | Girls |
| 11 | P.M.S.A.P.T. H S S, Kakkove | Aided | Rural | Malayalam | Co. Education |
| 12 | G H S S, Sreekandapuram | Government | Urban | Malayalam | Co. Education | Kannur |
| 13 | Nirmala H S S, Chemperi | Aided | Rural` | Malayalam | Co. education |

**APPENDIX I**

**FAROOK TRAINING COLLEGE, CALICUT**

**PARENTAL INVOLVEMENT SCALE**

**DRAFT**

**Dr. K.Vijayakumari**

**Selection Grade Lecturer Rekha.M.P**

**Farook Training College M.Ed Student**

 **Farook Training College**

**\nÀt±i§Ä**

Xmsg sImSp¯ncn¡p¶ tNmZy§Ä {i²m ]qÀÆw hmbn¡pI X¶ncn¡p¶ tNmZyISemknÂ Hmtcm {]kvXmh\bv¡pw t\sc “Hcn¡epanÃ”, “hÃt¸mgpw”, “Nnet¸msgms¡”, “an¡t¸mgpw”, “FÃmbvt¸mgpw” F¶n§s\ A©p {]XnIcW§Ä \ÂInbncn¡p¶p. \n§fpsS {]XnIcW§Ä AXmXp tNmZy\¼dn\p t\scbpff tImf¯nÂ‘X’ NnÓw sIm­p tcJs¸Sp¯pI. FÃm tNmZy§Ä¡pw D¯c§Ä tcJs¸Sp¯phm³ {]tXyIw {i²n¡pI.

t]cv: þþþþþþþþþþþþþþþþþþþþþþþþ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þþ¢mÊv þþþþþþþþþþþþþ-þ-þ-þ-þ-þ-þ-þ-þþ¢mÊv \¼À þþþþþþþþþþþþþþþþ-þ-þþ

kvIqÄ þþþþþþþþþþþþþþþþþþþþþþþþþþ-þ-þ-þ-þ-þ-þþB¬/s]¬þþþþþþþþþþ-þ-þ-þ-þ-þ-þþ hbÊv þþþþþþþþþþþþþþþþþþþþ-þ-þþ

dqdÂ/AÀ\_³-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þþ-þ-þ-þ-þ-þ-þ-þ-þ-þþF-bn-UUv/A¬-F-bn-UUv/Kh:---þþ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þþþþ-þ-þ-þ-þ-þ-þ-þ-þþ

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| \¼À |  | Hcn¡epanÃ | hÃt¸mgpw | Nnet¸msgms¡ | an¡t¸mgpw | FÃmbvt¸mgpw |
| 1 | ]T\¯n\p th­ kuIcy§Ä amXm]nXm¡Ä Hcp¡n Xcmdp­v |  |  |  |  |  |
| 2 | Fsâ ]T\hpambn \_Ôs¸« Xocpam\§fnÂ amXm]nXm¡Ä¡v ]¦p­v. |  |  |  |  |  |
| 3 | ]mtTyXc {]hÀ¯\§fnÂ Fsâ ]¦mfn¯w amXm]nXm¡Ä {i²n¡mdnÃ |  |  |  |  |  |
| 4 | ]T\¯n\v th­ t{]mÕml\§Ä Fsâ amXm]nXm¡fnÂ \n¶v e`n¡mdp­v. |  |  |  |  |  |
| 5 | ]T\Imcy§fnÂ anIhv ]peÀ¯nbmÂ Fsâ c£nXm¡Ä A`n\µn¡mdp­v |  |  |  |  |  |
| 6 | ]T\¯nse Pb]cmPb§Ä amXm]nXm¡Ä {i²n¡mdnÃ |  |  |  |  |  |
| 7 | ]T\Imcy§fnÂ anIhv ]peÀ¯nbmÂ c£nXm¡fnÂ \n¶pw k½m\§Ä e`n¡mdp­v |  |  |  |  |  |
| 8 | Fsâ ]T\ kw\_Ôamb Imcy§Ä c£nXm¡Ä A[ym]Icpambn NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 9 | Fsâ A[ym]Isc amXm]nXm¡Ä¡v ]cnNbanÃ |  |  |  |  |  |
| 10 | ]T\¯n\p klmbIamb ]pXnb AdnhpIÄ F\n¡v c£nXm¡fnÂ \n¶pw e`n¡mdp­v. |  |  |  |  |  |
| 11 | Fsâ IgnhpIÄ {]IS¸n¡m\pff Ahkc§Ä amXm]nX¡Ä Hcp¡nXcmdp­v. |  |  |  |  |  |
| 12 | Fsâ kplr¯p¡Ä Fsâ c£nXmIÄ¡v k½XcmWv. |  |  |  |  |  |
| 13 | t{]mPIvSpIÄ, skan\mdpIÄ, Akbn³saâvkv F¶nh sN¿p¶Xn\pff amÀ¤\nÀt±i§Ä amXm]nXm¡Ä \evImdp­v |  |  |  |  |  |
| 14 | {Kq¸v {]hÀ¯\§fnÂ t\XrXzw hln¡m³ amXm]nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v  |  |  |  |  |  |
| 15 | Fsâ ¢mÊnse ]T\ {]hÀ¯\§sf Ipdn¨v amXm]nXm¡Ä AÚcmWv |  |  |  |  |  |
| 16 | IemImbnI ]cn]mSnIfnÂ ]s¦Sp¡m³ amXm]nXm¡Ä t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| \¼À |  | Hcn¡epanÃ | hÃt¸mgpw | Nnet¸msgms¡ | an¡t¸mgpw | FÃmbvt¸mgpw |
| 17 | F\n¡v Xmev]cyapff ]pkvXI§Ä amXm]nXm¡Ä hm§n¨p Xcmdp­v |  |  |  |  |  |
| 18 | Fsâ kvIqfnse IemImbnI ]cn]mSnIfnÂ Fsâ c£nXm¡Ä ]s¦Sp¡mdp­v |  |  |  |  |  |
| 19 | Fsâ ]T\kab§fnÂ AÑt\m A½tbm Ft¶msSm¸ap­mImdp­v. |  |  |  |  |  |
| 20 | Fsâ ]T\ coXnsb amXm]nXm¡Ä hnebncp¯mdp­v |  |  |  |  |  |
| 21 | Rm³ ]Tn¡pt¼mÄ amXm]nXm¡Ä Sn.hn/tdUntbm hbv¡mdp­v. |  |  |  |  |  |
| 22 | A²ym]IÀ Xcp¶ amÀ¤\nÀt±i§Ä amXm]nXm¡fpambn NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 23 | Fsâ IgnhpItfbpw IgnhptISpItfbpw ]än hyàamb [mcW amXm]nXm¡Ä¡p­v |  |  |  |  |  |
| 24 | ho«nse A´co£w Fsâ ]T\¯n\v A\pIqeamWv |  |  |  |  |  |
| 25 | Fsâ Iq«pImÀ Bscms¡bmWv F¶v Fsâ amXm]nXm¡Ä¡dnbnÃ |  |  |  |  |  |
| 26 | ]T\ e£y§Ä ssIhcn¡m³ amXm]nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 27 | aäpffhcpambn klIcn¨v ]Tn¡p¶Xn\v amXm]nXm¡Ä amÀ¤ \nÀt±iw Xcmdp­v. |  |  |  |  |  |
| 28 | ]co£m^ew Adnbpt¼mÄ c£nXm¡Ä Fsâ \nehmcs¯ hnebncp¯mdp­v |  |  |  |  |  |
| 29 | hnZym`ymk ]cn]mSnIÄ am[ya§fnepffh {i²n¡p¶Xn\v amXm]nXm¡Ä Fs¶ t{]cn¸n¡mdp­v |  |  |  |  |  |
| 30 | ¢mÊnse kw`h§Ä c£nXm¡fpambn NÀ¨ sN¿mdnÃ |  |  |  |  |  |
| 31 | ]mTy{]hÀ¯\§fnÂ F\n¡v amXm]nXm¡fpsS klmbw e`n¡mdp­v |  |  |  |  |  |
| 32 | kvIqÄ kwLSn¸n¡p¶ ^oÂUv {Sn¸pIÄ¡v amXm]nXm¡fpsS ]n´pW e`n¡mdp­v |  |  |  |  |  |
| 33 | hyàn hnImk ]cn]mSnIfnÂ c£nXm¡Ä Fs¶ ]s¦Sp¸n¡mdp­v |  |  |  |  |  |
| 34 | ]T\w Ffp¸hpw ckIchpam¡p¶ IfnIfpw aäp kq{X hnZyIfpw F\n¡v amXm]n¡mÄ ]dªp Xcmdp­v |  |  |  |  |  |
| 35 | c£nXm¡Ä¡mbn \S¯p¶ ]cnioe\ ]cn]mSnIfnÂ Fsâ amXm]nXm¡Ä ]s¦Sp¡mdp­v  |  |  |  |  |  |
| 36 | kvIqÄ kwLSn¸n¡p¶ kmaqlnI ]cn]mSnIfnÂ Fsâ c£nXm¡Ä ]s¦Sp¡mdp­v |  |  |  |  |  |
| 37 | kvIqfnsâ \S¯n¸n\v Fsâ amXm]nXm¡Ä ]n´pW \ÂImdp­v. |  |  |  |  |  |
| 38 | Fsâ CjvS hnjb§Ä amXm]nXm¡fpsS CjvS¯nt\msSm¯p t]mIp¶XmWv |  |  |  |  |  |
| 39 | ¢mÊnÂ ]Tn¸n¨ `mK§Ä Rm³ BhÀ¯n¨p ]Tn¡p¶pt­m F¶v amXm]nXm¡Ä {i²n¡mdnÃ. |  |  |  |  |  |
| 40 | Rm³ tlmw hÀ¡pIÄ IrXyambn sN¿p¶pt­m F¶v c£nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 41 | Fsâ `mhnsb Ipdn¨v amXm]nXm¡Ä¡v IrXyamb [mcWbp­v |  |  |  |  |  |
| 42 | Rm³ kvIqfnÂ IrXyambn lmPcmtWm F¶v amXm]nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 43 | kvIqfnse ]T\ {]hÀ¯\§Ä sa¨s¸Sp¯m\pff {IobmßIamb \nÀt±i§Ä Fsâ amXm]nXm¡Ä \ÂImdp­v |  |  |  |  |  |
| 44 | ]T\¯n\v {]XnIqeamb LSI§Ä Fs¶ \_m[n¡mXncn¡m³ c£nXm¡Ä {i²mep¡fmWv. |  |  |  |  |  |
| 45 | am\knI k½À±w A\p`hs¸Sp¶ Ahkc§fnÂ F\n¡v BizmktaIpI c£nXm¡fmWv |  |  |  |  |  |
| 46 | Fsâ c£nXm¡Ä F¶nse Bß hnizmkw DbÀ¯p¶hcmWv. |  |  |  |  |  |
| \¼À |  | Hcn¡epanÃ | hÃt¸mgpw | Nnet¸msgms¡ | an¡t¸mgpw | FÃmbvt¸mgpw |
| 47 | c£nXm¡fpsS t{]mÕml\w F\n¡v ]Tn¡phm³ {]tXyI Dt·jhpw Bthihpw \ÂIp¶p­v. |  |  |  |  |  |
| 48 | ]T\klmbnIÄ, ]{Xw, amKkn³ apXembh IrXykab¯v F¯n¨p Xcmdp­v |  |  |  |  |  |
| 49 | ]T\¯n\v IrXyamb Hcp kab{Iaw ]men¡p¶XnÂ amXm]nXm¡Ä Fs¶ kzm[o\n¡p¶p. |  |  |  |  |  |
| 50 | hnZym`ymk¯nsâ {]m[m\ys¯ Ipdn¨v amXm]nXm¡Ä ]dªp Xcmdp­v |  |  |  |  |  |
| 51 | Fsâ ]T\hpambn \_Ôs¸«p hcp¶ km¼¯nI \_m[yXIÄ c£nXm¡Ä Fs¶ Adnbn¡mdnÃ |  |  |  |  |  |
| 52 | Fsâ amXm]nXm¡Ä¡v Fs¶¡pdn¨v Gsd {]Xo£IÄ D­v |  |  |  |  |  |
| 53 | Fsâ hyàn]camb Imcy§Ä c£nXm¡fpambn NÀ¨ sN¿m³ F\n¡v aSnbmWv |  |  |  |  |  |
| 54 | Fsâ ]pkvXI§Ä hr¯nbmbn kq£n¡m³ amXm]nXm¡Ä Fs¶ t{]cn¸n¡mdp­v |  |  |  |  |  |
| 55 | Fsâ ]T\ Imcy§fnse D¯chmZnXz¯nÂ \n¶pw amXm]nXm¡Ä HgnªpamdmdnÃ |  |  |  |  |  |
| 56 | Fsâ ]T\Imcy§Ä {i²n¡p¶Xn\v c£nXm¡Ä¡v kabanÃ |  |  |  |  |  |
| 57 | ]T\Imcy§Ä sN¿pt¼mÄ Ah hr¯nbmbpw, hyàXtbmsSbpw sN¿m³ amXm]nXm¡Ä Fs¶ D]tZin¡mdp­v |  |  |  |  |  |
| 58 | Fsâ `mhn ]T\Imcy§Ä c£nXm¡Ä Ft¶mSv NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 59 | kvIqfnse ¢ºv {]hÀ¯\§Ä XpS§nbhbnÂ ]s¦Sp¡phm³ c£nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 60 | Fsâ ]T\{]iv\§sf Ipdn¨v c£nXm¡Ä t\_m[hm³amcÃ |  |  |  |  |  |
| 61 | Rm³ kvIqfnse \nba§Ä A\pkcn¡p¶pt­m F¶v Fsâ c£nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 62 | PTA,MPTA þ XpS§nb aoänw§pIfnÂ Fsâ c£nXm¡Ä ]¦mfn¯w Dd¸n¡mdp­v |  |  |  |  |  |
| 63 | F\n¡v ]dbm\pff Imcy§Ä c£nXm¡Ä {i²n¡mdnÃ. |  |  |  |  |  |
| 64 | ]T\Imcy§fnÂ Rm³ FSp¡p¶ icnbmb Xocpam\§Ä¡v Fsâ c£nXm¡Ä ]n´pW \ÂImdp­v |  |  |  |  |  |
| 65 | ]T\hpambn \_Ôs¸« sNdnb ]co£W§Ä, tamUepIÄ, NmÀ«pIÄ, sImfmjv F¶nh D­m¡p¶XnÂ Fsâ c£nXm¡fnÂ \n¶pw t{]mÕml\w e`n¡mdp­v.  |  |  |  |  |  |

**APPENDIX II**

**FAROOK TRAINING COLLEGE, CALICUT**

**PARENTAL INVOLVEMENT SCALE**

**FINAL**

**Dr. K.Vijayakumari Rekha.M.P**

**Selection Grade Lecturer M.Ed Student**

**Farook Training College Farook Training College**

**\nÀt±i§Ä**

Xmsg sImSp¯ncn¡p¶ tNmZy§Ä {i²m ]qÀÆw hmbn¡pI X¶ncn¡p¶ tNmZyISemknÂ Hmtcm {]kvXmh\bv¡pw t\sc Hcn¡epanÃ”, hÃt¸mgpw”, “Nnet¸msgms¡”, “an¡t¸mgpw”, “FÃmbvt¸mgpw” F¶n§s\ A©p {]XnIcW§Ä \ÂInbncn¡p¶p. \n§fpsS {]XnIcW§Ä AXmXp tNmZy\¼dn\p t\scbpff tImf¯nÂ‘X’ NnÓw sIm­p tcJs¸Sp¯pI. FÃm tNmZy§Ä¡pw D¯c§Ä tcJs¸Sp¯phm³ {]tXyIw {i²n¡pI.

t]cv: þþþþþþþþþþþþþþþþþþþ-þþ¢mÊv þþ-þ-þ-þ-þ-þ-þþ¢mÊv \¼À þþþþþþþþþþþþþþþþ-

kvIqÄ þþþþþþþþþþþþþþþþþþþþþþþþþþ-þ-þ-þ-þ-þ-þþB¬/s]¬þþþþþþþþþþ-þ-þ-þ-þ-þ-þþ hbÊv þþþþþþþþþþþþþþþþþþþþ-þ-þþ

dqdÂ/AÀ\_³-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þF-bn-UUv/A¬-F-bn-UUv/Kh:---þþ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| \¼À |  | Hcn¡epw icnbÃ | hÃt¸mgpw icnbmW v | Nnet¸msgms¡ icnbmW v | an¡t¸mgpw icnbmW v | FÃmbvt¸mgpw icnbmW v |
| 1 | ]T\¯n\p th­ kuIcy§Ä amXm]nXm¡Ä Hcp¡n Xcmdp­v |  |  |  |  |  |
| 2 | Fsâ ]T\hpambn \_Ôs¸« Xocpam\§fnÂ amXm]nXm¡Ä¡v ]¦p­v. |  |  |  |  |  |
| 3 | ]mtTyXc {]hÀ¯\§fnÂ Fsâ ]¦mfn¯w amXm]nXm¡Ä {i²n¡mdnÃ |  |  |  |  |  |
| 4 | ]T\¯n\v th­ t{]mÕml\§Ä Fsâ amXm]nXm¡fnÂ \n¶v e`n¡mdp­v. |  |  |  |  |  |
| 5 | ]T\Imcy§fnÂ anIhv ]peÀ¯nbmÂ Fsâ c£nXm¡Ä A`n\µn¡mdp­v |  |  |  |  |  |
| 6 | ]T\¯nse Pb]cmPb§Ä amXm]nXm¡Ä {i²n¡mdnÃ |  |  |  |  |  |
| 7 | ]T\Imcy§fnÂ anIhv ]peÀ¯nbmÂ c£nXm¡fnÂ \n¶pw k½m\§Ä e`n¡mdp­v |  |  |  |  |  |
| 8 | Fsâ ]T\ kw\_Ôamb Imcy§Ä c£nXm¡Ä A[ym]Icpambn NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 9 | Fsâ A[ym]Isc amXm]nXm¡Ä¡v ]cnNbanÃ |  |  |  |  |  |
| 10 | ]T\¯n\p klmbIamb ]pXnb AdnhpIÄ F\n¡v c£nXm¡fnÂ \n¶pw e`n¡mdp­v. |  |  |  |  |  |
| 11 | Fsâ IgnhpIÄ {]IS¸n¡m\pff Ahkc§Ä amXm]nX¡Ä Hcp¡nXcmdp­v. |  |  |  |  |  |
| 12 | Fsâ kplr¯p¡Ä Fsâ c£nXmIÄ¡v k½XcmWv. |  |  |  |  |  |
| 13 | t{]mPIvSpIÄ,skan\mdpIÄ, Akbn³saâvkv F¶nh sN¿p¶Xn\pff amÀ¤\nÀt±i§Ä amXm]nXm¡Ä \evImdp­v |  |  |  |  |  |
| 14 | {Kq¸v {]hÀ¯\§fnÂ t\XrXzw hln¡m³ amXm]nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 15 | Fsâ ¢mÊnse ]T\ {]hÀ¯\§sf Ipdn¨v amXm]nXm¡Ä AÚcmWv |  |  |  |  |  |
| 16 | IemImbnI ]cn]mSnIfnÂ ]s¦Sp¡m³ amXm]nXm¡Ä t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 17 | F\n¡v Xmev]cyapff ]pkvXI§Ä amXm]nXm¡Ä hm§n¨p Xcmdp­v |  |  |  |  |  |
| 18 | Fsâ kvIqfnse IemImbnI ]cn]mSnIfnÂ Fsâ c£nXm¡Ä ]s¦Sp¡mdp­v |  |  |  |  |  |
| 19 | Fsâ ]T\kab§fnÂ AÑt\m A½tbm Ft¶msSm¸ap­mImdp­v. |  |  |  |  |  |
| 20 | Fsâ ]T\ coXnsb amXm]nXm¡Ä hnebncp¯mdp­v |  |  |  |  |  |
| 21 | Rm³ ]Tn¡pt¼mÄ amXm]nXm¡Ä Sn.hn/tdUntbm hbv¡mdp­v. |  |  |  |  |  |
| 22 | A²ym]IÀ Xcp¶ amÀ¤\nÀt±i§Ä amXm]nXm¡fpambn NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 23 | Fsâ IgnhpItfbpw IgnhptISpItfbpw ]än hyàamb [mcW amXm]nXm¡Ä¡p­v |  |  |  |  |  |
| 24 | ho«nse A´co£w Fsâ ]T\¯n\v A\pIqeamWv |  |  |  |  |  |
| 25 | ]T\ e£y§Ä ssIhcn¡m³ amXm]nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 26 | aäpffhcpambn klIcn¨v ]Tn¡p¶Xn\v amXm]nXm¡Ä amÀ¤ \nÀt±iw Xcmdp­v. |  |  |  |  |  |
| 27 | ]co£m^ew Adnbpt¼mÄ c£nXm¡Ä Fsâ \nehmcs¯ hnebncp¯mdp­v |  |  |  |  |  |
| 28 | hnZym`ymk ]cn]mSnIÄ am[ya§fnepffh {i²n¡p¶Xn\v amXm]nXm¡Ä Fs¶ t{]cn¸n¡mdp­v |  |  |  |  |  |
| 29 | ¢mÊnse kw`h§Ä c£nXm¡fpambn NÀ¨ sN¿mdnÃ |  |  |  |  |  |
| 30 | ]mTy{]hÀ¯\§fnÂF\n¡v amXm]nXm¡fpsS klmbw e`n¡mdp­v  |  |  |  |  |  |
| 31 | kvIqÄ kwLSn¸n¡p¶ ^oÂUv {Sn¸pIÄ¡v amXm]nXm¡fpsS ]n´pW e`n¡mdp­v |  |  |  |  |  |
| 32 | hyàn hnImk ]cn]mSnIfnÂ c£nXm¡Ä Fs¶ ]s¦Sp¸n¡mdp­v |  |  |  |  |  |
| 33 | ]T\w Ffp¸hpw ckIchpam¡p¶ IfnIfpw aäp kq{X hnZyIfpw F\n¡v amXm]n¡mÄ ]dªp Xcmdp­v |  |  |  |  |  |
| 34 | c£nXm¡Ä¡mbn \S¯p¶ ]cnioe\ ]cn]mSnIfnÂ Fsâ amXm]nXm¡Ä ]s¦Sp¡mdp­v  |  |  |  |  |  |
| 35 | kvIqÄ kwLSn¸n¡p¶kmaqlnI ]cn]mSnIfnÂ Fsâ c£nXm¡Ä ]s¦Sp¡mdp­v  |  |  |  |  |  |
| 36 | kvIqfnsâ \S¯n¸n\v Fsâ amXm]nXm¡Ä ]n´pW \ÂImdp­v. |  |  |  |  |  |
| 37 | Fsâ CjvS hnjb§Ä amXm]nXm¡fpsS CjvS¯nt\msSm¯p t]mIp¶XmWv |  |  |  |  |  |
| 38 | ¢mÊnÂ ]Tn¸n¨ `mK§Ä Rm³ BhÀ¯n¨p ]Tn¡p¶pt­m F¶v amXm]nXm¡Ä {i²n¡mdnÃ. |  |  |  |  |  |
| 39 | Rm³ tlmw hÀ¡pIÄ IrXyambn sN¿p¶pt­m F¶v c£nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 40 | Fsâ `mhnsb Ipdn¨v amXm]nXm¡Ä¡v IrXyamb [mcWbp­v |  |  |  |  |  |
| 41 | Rm³ kvIqfnÂ IrXyambn lmPcmtWm F¶v amXm]nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 42 | kvIqfnse ]T\ {]hÀ¯\§Ä sa¨s¸Sp¯m\pff {IobmßIamb \nÀt±i§Ä Fsâ amXm]nXm¡Ä \ÂImdp­v |  |  |  |  |  |
| 43 | ]T\¯n\v {]XnIqeamb LSI§Ä Fs¶ \_m[n¡mXncn¡m³ c£nXm¡Ä {i²mep¡fmWv. |  |  |  |  |  |
| 44 | am\knI k½À±w A\p`hs¸Sp¶ Ahkc§fnÂ F\n¡v BizmktaIpI c£nXm¡fmWv  |  |  |  |  |  |
| 45 | Fsâ c£nXm¡Ä F¶nse Bß hnizmkw DbÀ¯p¶hcmWv. |  |  |  |  |  |
| 46 | c£nXm¡fpsS t{]mÕml\w F\n¡v ]Tn¡phm³ {]tXyI Dt·jhpw Bthihpw \ÂIp¶p­v. |  |  |  |  |  |
| 47 | ]T\klmbnIÄ, ]{Xw, amKkn³ apXembh IrXykab¯v F¯n¨p Xcmdp­v |  |  |  |  |  |
| 48 | ]T\¯n\v IrXyamb Hcp kab{Iaw ]men¡p¶XnÂ amXm]nXm¡Ä Fs¶ kzm[o\n¡p¶p. |  |  |  |  |  |
| 49 | hnZym`ymk¯nsâ {]m[m\ys¯ Ipdn¨v amXm]nXm¡Ä ]dªp Xcmdp­v |  |  |  |  |  |
| 50 | Fsâ amXm]nXm¡Ä¡v Fs¶¡pdn¨v Gsd {]Xo£IÄ D­v |  |  |  |  |  |
| 51 | Fsâ hyàn]camb Imcy§Ä c£nXm¡fpambn NÀ¨ sN¿m³ F\n¡v aSnbmWv |  |  |  |  |  |
| 52 | Fsâ ]pkvXI§Ä hr¯nbmbn kq£n¡m³ amXm]nXm¡Ä Fs¶ t{]cn¸n¡mdp­v |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 53 | Fsâ ]T\Imcy§Ä{i²n¡p¶Xn\v c£nXm¡Ä¡v kabanÃ  |  |  |  |  |  |
| 54 | ]T\Imcy§Ä sN¿pt¼mÄ Ah hr¯nbmbpw, hyàXtbmsSbpw sN¿m³ amXm]nXm¡Ä Fs¶ D]tZin¡mdp­v |  |  |  |  |  |
| 55 | Fsâ `mhn ]T\Imcy§Ä c£nXm¡Ä Ft¶mSv NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 56 | kvIqfnse ¢ºv {]hÀ¯\§Ä XpS§nbhbnÂ ]s¦Sp¡phm³ c£nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 57 | Fsâ ]T\{]iv\§sf Ipdn¨v c£nXm¡Ä t\_m[hm³amcÃ |  |  |  |  |  |
| 58 | Rm³ kvIqfnse \nba§Ä A\pkcn¡p¶pt­m F¶v Fsâ c£nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 59 | PTA,MPTA þ XpS§nb aoänw§pIfnÂ Fsâ c£nXm¡Ä ]¦mfn¯w Dd¸n¡mdp­v |  |  |  |  |  |
| 60 | F\n¡v ]dbm\pff Imcy§Ä c£nXm¡Ä {i²n¡mdnÃ. |  |  |  |  |  |
| 61 | ]T\Imcy§fnÂ Rm³ FSp¡p¶ icnbmb Xocpam\§Ä¡v Fsâ c£nXm¡Ä ]n´pW \ÂImdp­v |  |  |  |  |  |
| 62 | ]T\hpambn \_Ôs¸« sNdnb ]co£W§Ä, tamUepIÄ, NmÀ«pIÄ, sImfmjv F¶nh D­m¡p¶XnÂ Fsâ c£nXm¡fnÂ \n¶pw t{]mÕml\w e`n¡mdp­v.  |  |  |  |  |  |

PARENTAL INVOLMENT SCALE

1. My parents arrange basic facilities for my studying.
2. My parents have arole in taking decisions about my studies.
3. My parents are not bothered about my involvement in co- curricular activities.
4. I get encouragement from parent in my studies.
5. Whenever I make good achievement in my studies my parents encourage me .
6. My parents are do not bothered about my success and failure in my studies.
7. Whenever I make good achievement in studies I often get prizes from my parents.
8. My parents discuss my study matters with the teachers.
9. My parents are not acquainted with my teachers.
10. My parents give me new knowledge which help me in learning.
11. My parents give me opportunities to express my abilities.
12. My parents acknowledge my friends .
13. My parents give guidance for doing project, seminar and assignments.
14. My parents are encouraging me to take responsibilities in group activities
15. My parents unaware about the learning activities in the class room
16. My parents encouraging me to participate in co-curricular activities
17. My parents buy books which I like must
18. My parents participate in co-curricular activities in the school
19. My parents are always with me when I am studying
20. My parents evaluate my study
21. Whenever I study my parents are watching TV or listening radio
22. I discuss the guidance given by my teacher with my parents
23. My parents are quite aware about my abilities and inabilities
24. My family atmosphere is quite conducive for my study
25. My parents are unaware about my friends
26. My parents encourage me to achieve the academic goals
27. My parents provide guidance for me to learn with others
28. My parents judge me when the results came
29. My parents inspire me to listen educational programs in medias
30. I never discuss my class matters with parents
31. I get help from my parents in my learning activities
32. I get endorsement from my parents for participating in field trips organized by the school
33. My parents make me to participate in personality development programs
34. My parents suggest me same tricks and games which make the learning more easy
35. My parents participate in training programs
36. My parents participate in socio- cultural programs educated by the achool
37. My parents give their endorsement for the well running of school
38. My interested subjects go along with the interested of my parents
39. My parents do not care about my revision of the learning material
40. My parents care about my have works
41. My parents have clear idea about my future
42. My parents note my attendance in school
43. My parents suggest creative ideas for fostering my academic activities in school
44. My parents are attentive in the distracting factors that affect my study
45. During the time of mental disturbance my parents cansole me
46. My parents foster my self- confidents
47. The encouragements form the parents give me enthusiasm in my studies
48. My parents provide necessary study materials news paper, magazines etc on time
49. My parents influence me to keep a clear time table for my study
50. My parents tell me about the relevance of education
51. My parents do not inform me about the financial crisis they are facing due to my study
52. My parents have great expectations about me
53. I am reluctant to discuss my personal matters with my parents
54. Parents inspires me to keep my books neatly
55. My parents do not evade from their responsibilities of my academic matters
56. My parents do not have time to take care of my study
57. Parents insists me to do academic activities neatly and clearly
58. My parents discuss my higher education with me
59. Parents encourage mr to get involved in club activities in school
60. My parents are not aware about the problems related to studies
61. My parents notice if I follow the rules and regulations of the school
62. Parents participate in PTA , MPTA meeting s
63. My parents do not listen to what I am saying
64. My parents endures my decisions on study
65. I get encouragement from my parents to prepare models , charts college and small experiments related to my study

1st column Never applicable

2nd column Rarely applicable

3rd column Sometimes applicable

4th column Most frequently applicable

5th column Always applicable

**APPENDIX III**

**FAROOK TRAINING COLLEGE, CALICUT**

**PARENTAL INVOLVEMENT SCALE**

**FINAL (English )**

 **Dr. K.Vijayakumari Rekha.M.P**

 **Selection Grade Lecturer M.Ed Student**

**Farook Training College Farook Training College**

**Instructions**

Kindly read the following statements and mark your responses with ‘X’ mark. There are five responses given here as ‘Never applicable’, ‘Rarely applicable’, ‘Sometimes applicable’, ‘Most frequently applicable’ and ‘Always applicable’. Please be kind enough to give responses to every statement.

Name: þþþþþþþþþþþþþþþþþþþþþþþþ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þþ Class þþþþþþþþþþþþþ-þ-þ-þ-þ-þ-þ-þ-þþ

Class No. þþþþþþþþþþþþþþþþ-þ-þþ

School þþþþþþþþþþþþþþþþþþþþþþþþþþ-þ-þ-þ-þ-þ-Boy/Girl-þ-þ-þ-þ-þ-þþ Age ……………..

Rural/Urban-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þþ Aided/Unaided/Govt.: ---þþ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Never applicable | Rarely applicable | Sometimes applicable | Most frequently applicable | Always applicable |
| 1 | My parents arrange basic facilities for my studying. |  |  |  |  |  |
| 2 | My parents have role in taking decisions about my studies. |  |  |  |  |  |
| 3 | My parents are not bothered about my involvement in co- curricular activities. |  |  |  |  |  |
| 4 | I get encouragement from my parents in my studies. |  |  |  |  |  |
| 5 | Whenever I make good achievement in my studies my parents encourage me . |  |  |  |  |  |
| 6 | My parents are not bothered about my success and failure in my studies. |  |  |  |  |  |
| 7 | Whenever I make good achievement in studies I often get prizes from my parents |  |  |  |  |  |
| 8 | My parents discuss my study matters with the teachers. |  |  |  |  |  |
| 9 | My parents are not acquainted with my teachers. |  |  |  |  |  |
| 10 | My parents give me new knowledge which help me in learning. |  |  |  |  |  |
| 11 | My parents give me opportunities to express my abilities. |  |  |  |  |  |
| 12 | My parents acknowledge my friends . |  |  |  |  |  |
| 13 | My parents give guidance for doing projects seminar and assignments |  |  |  |  |  |
| 14 | My parents are encouraging me to take responsibilities in group activities |  |  |  |  |  |
| 15 | My parents are unaware about the learning activities in the class room |  |  |  |  |  |
| 16 | My parents encourage me to participate in co-curricular activities |  |  |  |  |  |
| 17 | My parents buy books which I like most |  |  |  |  |  |
| 18 | My parents participate in co-curricular activities in the school |  |  |  |  |  |
| 19 | My parents are always with me when I am studying |  |  |  |  |  |
| 20 | My parents evaluate my study |  |  |  |  |  |
| 21 | Whenever I study my parents are watching TV or listening radio |  |  |  |  |  |
| 22 | I discuss the guidance given by my teachers with my parents  |  |  |  |  |  |
| 23 | My parents are quite aware about my abilities and inabilities |  |  |  |  |  |
| 24 | My family atmosphere is quite conducive for my study  |  |  |  |  |  |
| 25 | My parents encourage me to achieve the academic goals |  |  |  |  |  |
| 26 | My parents provide guidance for me to learn with others  |  |  |  |  |  |
| 27 | My parents judge me when the results came out |  |  |  |  |  |
| 28 | My parents inspire me to listen educational programmes in medias |  |  |  |  |  |
| 29 |  I never discuss my class matters with parents |  |  |  |  |  |
| 30 | I get help from my parents in my learning activities |  |  |  |  |  |
| 31 | I get endorsement from my parents for participating in field trips organized by the school |  |  |  |  |  |
| 32 | My parents make me to participate in personality development programmes  |  |  |  |  |  |
| 33 | My parents suggest me some tricks and games which make the learning more easy |  |  |  |  |  |
| 34 | My parents participate in training programmes |  |  |  |  |  |
| 35 | My parents participate in socio- cultural programmes conducted by the school |  |  |  |  |  |
| 36 | My parents give their endorsement for the well running of school  |  |  |  |  |  |
| 37 | My interested subjects go along with the interest of my parents |  |  |  |  |  |
| 38 | My parents do not care about my revision of the learning material  |  |  |  |  |  |
| 39 | My parents care about my home works  |  |  |  |  |  |
| 40 | My parents have clear idea about my future  |  |  |  |  |  |
| 41 | My parents note my attendance in school  |  |  |  |  |  |
| 42 | My parents suggest creative ideas for fostering my academic activities in school |  |  |  |  |  |
| 43 | My parents are attentive in the distracting factors that affect my study  |  |  |  |  |  |
| 44 | During the time of mental disturbances my parents console me  |  |  |  |  |  |
| 45 | My parents foster my self- confidents |  |  |  |  |  |
| 46 | The encouragements from the parents give me enthusiasm in my studies  |  |  |  |  |  |
| 47 | My parents provide necessary study materials news paper, magazines etc on time |  |  |  |  |  |
| 48 | My parents influence me to keep a clear time table for my study  |  |  |  |  |  |
| 49 | My parents tell me about the relevance of education |  |  |  |  |  |
| 50 | My parents have great expectations about me  |  |  |  |  |  |
| 51 | I am reluctant to discuss my personal matters with my parents  |  |  |  |  |  |
| 52 | Parents inspires me to keep my books neatly  |  |  |  |  |  |
| 53 | My parents do not have time to take care of my study  |  |  |  |  |  |
| 54 | Parents insist me to do academic activities neatly and clearly |  |  |  |  |  |
| 55 | My parents discuss my higher education with me  |  |  |  |  |  |
| 56 | Parents encourage me to get involved in club activities in school  |  |  |  |  |  |
| 57 | My parents are not aware about the problems related to my studies |  |  |  |  |  |
| 58 | My parents notice if I follow the rules and regulations of the school  |  |  |  |  |  |
| 59 | Parents participate in PTA , MPTA meetings |  |  |  |  |  |
| 60 | My parents do not listen to what I am saying  |  |  |  |  |  |
| 61 | My parents endorse my decisions on study  |  |  |  |  |  |
| 62 | I get encouragement from my parents to prepare models , charts .collage and small experiments related to my study  |  |  |  |  |  |

**APPENDIX I**

**FAROOK TRAINING COLLEGE, CALICUT**

**PARENTAL INVOLVEMENT SCALE**

**DRAFT**

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**Selection Grade Lecturer M.Ed Student**

**Farook Training College Farook Training College**

**\nÀt±i§Ä**

Xmsg sImSp¯ncn¡p¶ tNmZy§Ä {i²m ]qÀÆw hmbn¡pI X¶ncn¡p¶ tNmZyISemknÂ Hmtcm {]kvXmh\bv¡pw t\sc Hcn¡epanÃ”, hÃt¸mgpw”, “Nnet¸msgms¡”, “an¡t¸mgpw”, “FÃmbvt¸mgpw” F¶n§s\ A©p {]XnIcW§Ä \ÂInbncn¡p¶p. \n§fpsS {]XnIcW§Ä AXmXp tNmZy\¼dn\p t\scbpff tImf¯nÂ‘X’ NnÓw sIm­p tcJs¸Sp¯pI. FÃm tNmZy§Ä¡pw D¯c§Ä tcJs¸Sp¯phm³ {]tXyIw {i²n¡pI.

t]cv: þþþþþþþþþþþþþþþþþþþ-þþ¢mÊv þþ-þ-þ-þ-þ-þ-þþ¢mÊv \¼À þþþþþþþþþþþþþþþþ-

kvIqÄ þþþþþþþþþþþþþþþþþþþþþþþþþþ-þ-þ-þ-þ-þ-þþB¬/s]¬þþþþþþþþþþ-þ-þ-þ-þ-þ-þþ hbÊv þþþþþþþþþþþþþþþþþþþþ-þ-þþ

dqdÂ/AÀ\_³-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þF-bn-UUv/A¬-F-bn-UUv/Kh:---þþ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-þ-

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| \¼À |  | Hcn¡epw icnbÃ | hÃt¸mgpw icnbmW v | Nnet¸msgms¡ icnbmW v | an¡t¸mgpw icnbmW v | FÃmbvt¸mgpw icnbmW v |
| 1 | ]T\¯n\p th­ kuIcy§Ä amXm]nXm¡Ä Hcp¡n Xcmdp­v |  |  |  |  |  |
| 2 | Fsâ ]T\hpambn \_Ôs¸« Xocpam\§fnÂ amXm]nXm¡Ä¡v ]¦p­v. |  |  |  |  |  |
| 3 | ]mtTyXc {]hÀ¯\§fnÂ Fsâ ]¦mfn¯w amXm]nXm¡Ä {i²n¡mdnÃ |  |  |  |  |  |
| 4 | ]T\¯n\v th­ t{]mÕml\§Ä Fsâ amXm]nXm¡fnÂ \n¶v e`n¡mdp­v. |  |  |  |  |  |
| 5 | ]T\Imcy§fnÂ anIhv ]peÀ¯nbmÂ Fsâ c£nXm¡Ä A`n\µn¡mdp­v |  |  |  |  |  |
| 6 | ]T\¯nse Pb]cmPb§Ä amXm]nXm¡Ä {i²n¡mdnÃ |  |  |  |  |  |
| 7 | ]T\Imcy§fnÂ anIhv ]peÀ¯nbmÂ c£nXm¡fnÂ \n¶pw k½m\§Ä e`n¡mdp­v |  |  |  |  |  |
| 8 | Fsâ ]T\ kw\_Ôamb Imcy§Ä c£nXm¡Ä A[ym]Icpambn NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 9 | Fsâ A[ym]Isc amXm]nXm¡Ä¡v ]cnNbanÃ |  |  |  |  |  |
| 10 | ]T\¯n\p klmbIamb ]pXnb AdnhpIÄ F\n¡v c£nXm¡fnÂ \n¶pw e`n¡mdp­v. |  |  |  |  |  |
| 11 | Fsâ IgnhpIÄ {]IS¸n¡m\pff Ahkc§Ä amXm]nX¡Ä Hcp¡nXcmdp­v. |  |  |  |  |  |
| 12 | Fsâ kplr¯p¡Ä Fsâ c£nXmIÄ¡v k½XcmWv. |  |  |  |  |  |
| 13 | t{]mPIvSpIÄ,skan\mdpIÄ, Akbn³saâvkv F¶nh sN¿p¶Xn\pff amÀ¤\nÀt±i§Ä amXm]nXm¡Ä \evImdp­v |  |  |  |  |  |
| 14 | {Kq¸v {]hÀ¯\§fnÂ t\XrXzw hln¡m³ amXm]nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v  |  |  |  |  |  |
| 15 | Fsâ ¢mÊnse ]T\ {]hÀ¯\§sf Ipdn¨v amXm]nXm¡Ä AÚcmWv |  |  |  |  |  |
| 16 | IemImbnI ]cn]mSnIfnÂ ]s¦Sp¡m³ amXm]nXm¡Ä t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 17 | F\n¡v Xmev]cyapff ]pkvXI§Ä amXm]nXm¡Ä hm§n¨p Xcmdp­v |  |  |  |  |  |
| 18 | Fsâ kvIqfnse IemImbnI ]cn]mSnIfnÂ Fsâ c£nXm¡Ä ]s¦Sp¡mdp­v |  |  |  |  |  |
| 19 | Fsâ ]T\kab§fnÂ AÑt\m A½tbm Ft¶msSm¸ap­mImdp­v. |  |  |  |  |  |
| 20 | Fsâ ]T\ coXnsb amXm]nXm¡Ä hnebncp¯mdp­v |  |  |  |  |  |
| 21 | Rm³ ]Tn¡pt¼mÄ amXm]nXm¡Ä Sn.hn/tdUntbm hbv¡mdp­v. |  |  |  |  |  |
| 22 | A²ym]IÀ Xcp¶ amÀ¤\nÀt±i§Ä amXm]nXm¡fpambn NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 23 | Fsâ IgnhpItfbpw IgnhptISpItfbpw ]än hyàamb [mcW amXm]nXm¡Ä¡p­v |  |  |  |  |  |
| 24 | ho«nse A´co£w Fsâ ]T\¯n\v A\pIqeamWv |  |  |  |  |  |
| 25 | Fsâ Iq«pImÀ Bscms¡bmWv F¶v Fsâ amXm]nXm¡Ä¡dnbnÃ |  |  |  |  |  |
| 26 | ]T\ e£y§Ä ssIhcn¡m³ amXm]nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 27 | aäpffhcpambn klIcn¨v ]Tn¡p¶Xn\v amXm]nXm¡Ä amÀ¤ \nÀt±iw Xcmdp­v. |  |  |  |  |  |
| 28 | ]co£m^ew Adnbpt¼mÄ c£nXm¡Ä Fsâ \nehmcs¯ hnebncp¯mdp­v |  |  |  |  |  |
| 29 | hnZym`ymk ]cn]mSnIÄ am[ya§fnepffh {i²n¡p¶Xn\v amXm]nXm¡Ä Fs¶ t{]cn¸n¡mdp­v |  |  |  |  |  |
| 30 | ¢mÊnse kw`h§Ä c£nXm¡fpambn NÀ¨ sN¿mdnÃ |  |  |  |  |  |
| 31 | ]mTy{]hÀ¯\§fnÂF\n¡v amXm]nXm¡fpsS klmbw e`n¡mdp­v  |  |  |  |  |  |
| 32 | kvIqÄ kwLSn¸n¡p¶ ^oÂUv {Sn¸pIÄ¡v amXm]nXm¡fpsS ]n´pW e`n¡mdp­v |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 33 | hyàn hnImk ]cn]mSnIfnÂ c£nXm¡Ä Fs¶ ]s¦Sp¸n¡mdp­v |  |  |  |  |  |
| 34 | ]T\w Ffp¸hpw ckIchpam¡p¶ IfnIfpw aäp kq{X hnZyIfpw F\n¡v amXm]n¡mÄ ]dªp Xcmdp­v |  |  |  |  |  |
| 35 | c£nXm¡Ä¡mbn \S¯p¶ ]cnioe\ ]cn]mSnIfnÂ Fsâ amXm]nXm¡Ä ]s¦Sp¡mdp­v  |  |  |  |  |  |
| 36 | kvIqÄ kwLSn¸n¡p¶kmaqlnI ]cn]mSnIfnÂ Fsâ c£nXm¡Ä ]s¦Sp¡mdp­v  |  |  |  |  |  |
| 37 | kvIqfnsâ \S¯n¸n\v Fsâ amXm]nXm¡Ä ]n´pW \ÂImdp­v. |  |  |  |  |  |
| 38 | Fsâ CjvS hnjb§Ä amXm]nXm¡fpsS CjvS¯nt\msSm¯p t]mIp¶XmWv |  |  |  |  |  |
| 39 | ¢mÊnÂ ]Tn¸n¨ `mK§Ä Rm³ BhÀ¯n¨p ]Tn¡p¶pt­m F¶v amXm]nXm¡Ä {i²n¡mdnÃ. |  |  |  |  |  |
| 40 | Rm³ tlmw hÀ¡pIÄ IrXyambn sN¿p¶pt­m F¶v c£nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 41 | Fsâ `mhnsb Ipdn¨v amXm]nXm¡Ä¡v IrXyamb [mcWbp­v |  |  |  |  |  |
| 42 | Rm³ kvIqfnÂ IrXyambn lmPcmtWm F¶v amXm]nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 43 | kvIqfnse ]T\ {]hÀ¯\§Ä sa¨s¸Sp¯m\pff {IobmßIamb \nÀt±i§Ä Fsâ amXm]nXm¡Ä \ÂImdp­v |  |  |  |  |  |
| 44 | ]T\¯n\v {]XnIqeamb LSI§Ä Fs¶ \_m[n¡mXncn¡m³ c£nXm¡Ä {i²mep¡fmWv. |  |  |  |  |  |
| 45 | am\knI k½À±w A\p`hs¸Sp¶ Ahkc§fnÂ F\n¡v BizmktaIpI c£nXm¡fmWv  |  |  |  |  |  |
| 46 | Fsâ c£nXm¡Ä F¶nse Bß hnizmkw DbÀ¯p¶hcmWv. |  |  |  |  |  |
| 47 | c£nXm¡fpsS t{]mÕml\w F\n¡v ]Tn¡phm³ {]tXyI Dt·jhpw Bthihpw \ÂIp¶p­v. |  |  |  |  |  |
| 48 | ]T\klmbnIÄ, ]{Xw, amKkn³ apXembh IrXykab¯v F¯n¨p Xcmdp­v |  |  |  |  |  |
| 49 | ]T\¯n\v IrXyamb Hcp kab{Iaw ]men¡p¶XnÂ amXm]nXm¡Ä Fs¶ kzm[o\n¡p¶p. |  |  |  |  |  |
| 50 | hnZym`ymk¯nsâ {]m[m\ys¯ Ipdn¨v amXm]nXm¡Ä ]dªp Xcmdp­v |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 51 | Fsâ ]T\hpambn \_Ôs¸«p hcp¶ km¼¯nI \_m[yXIÄ c£nXm¡Ä Fs¶ Adnbn¡mdnÃ |  |  |  |  |  |
| 52 | Fsâ amXm]nXm¡Ä¡v Fs¶¡pdn¨v Gsd {]Xo£IÄ D­v |  |  |  |  |  |
| 53 | Fsâ hyàn]camb Imcy§Ä c£nXm¡fpambn NÀ¨ sN¿m³ F\n¡v aSnbmWv |  |  |  |  |  |
| 54 | Fsâ ]pkvXI§Ä hr¯nbmbn kq£n¡m³ amXm]nXm¡Ä Fs¶ t{]cn¸n¡mdp­v |  |  |  |  |  |
| 55 | Fsâ ]T\ Imcy§fnse D¯chmZnXz¯nÂ \n¶pw amXm]nXm¡Ä HgnªpamdmdnÃ |  |  |  |  |  |
| 56 | Fsâ ]T\Imcy§Ä{i²n¡p¶Xn\v c£nXm¡Ä¡v kabanÃ  |  |  |  |  |  |
| 57 | ]T\Imcy§Ä sN¿pt¼mÄ Ah hr¯nbmbpw, hyàXtbmsSbpw sN¿m³ amXm]nXm¡Ä Fs¶ D]tZin¡mdp­v |  |  |  |  |  |
| 58 | Fsâ `mhn ]T\Imcy§Ä c£nXm¡Ä Ft¶mSv NÀ¨ sN¿mdp­v |  |  |  |  |  |
| 59 | kvIqfnse ¢ºv {]hÀ¯\§Ä XpS§nbhbnÂ ]s¦Sp¡phm³ c£nXm¡Ä Fs¶ t{]mÕmln¸n¡mdp­v |  |  |  |  |  |
| 60 | Fsâ ]T\{]iv\§sf Ipdn¨v c£nXm¡Ä t\_m[hm³amcÃ |  |  |  |  |  |
| 61 | Rm³ kvIqfnse \nba§Ä A\pkcn¡p¶pt­m F¶v Fsâ c£nXm¡Ä {i²n¡mdp­v |  |  |  |  |  |
| 62 | PTA,MPTA þ XpS§nb aoänw§pIfnÂ Fsâ c£nXm¡Ä ]¦mfn¯w Dd¸n¡mdp­v |  |  |  |  |  |
| 63 | F\n¡v ]dbm\pff Imcy§Ä c£nXm¡Ä {i²n¡mdnÃ. |  |  |  |  |  |
| 64 | ]T\Imcy§fnÂ Rm³ FSp¡p¶ icnbmb Xocpam\§Ä¡v Fsâ c£nXm¡Ä ]n´pW \ÂImdp­v |  |  |  |  |  |
| 65 | ]T\hpambn \_Ôs¸« sNdnb ]co£W§Ä, tamUepIÄ, NmÀ«pIÄ, sImfmjv F¶nh D­m¡p¶XnÂ Fsâ c£nXm¡fnÂ \n¶pw t{]mÕml\w e`n¡mdp­v.  |  |  |  |  |  |