

# Social Adjustment, Parental Involvement and Academic Motivation as Predictors of Academic Achievement among Adolescents

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## ARTICLE DETAILS

### Article History

Published Online: 10 February 2019

### Keywords

Parental Involvement, Academic Motivation, Emotional Intelligence

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## ABSTRACT

Several researchers tried to relate students' academic performance to social adjustment problems, study habits, hard work, commitment, events, perseverance and pre conceived convictions others associate students' achievements in school to instructional methods, teaching strategies and techniques. In general, teaching and learning as well as achievement in school are affected by social adjustment problems, study habits and strategies of instruction adopted by the teacher. Students in secondary schools exhibit various social adjustment problems and these in effect affect their academic achievement. **Objectives:** 1.To assess the social adjustment as predictors of academic achievement among adolescents. 2. To assess the parental involvement as predictor of academic achievement adolescents. 3. To assess academic motivation as predictors of academic achievement among adolescents. **Sample:** participants in the presented are consisted of 200 students studying 9<sup>th</sup> class in government and private schools both boys (100) and girls (100) **Tools:** 1. Parental involvement Parental involvement scale developed by Prof.K. Chandraiah and Madhavi Devi (2011) used in the present study. 2. Social adjustment is factor of the Culturally Relevant Bell Adjustment Inventory "Student Form"developed by (Indian Adaption) A. Ashok, K. Madhu, K. Suneeta & K.V. Ramana (2009). 3. Academic motivation scale developed by Blaich, C. F., & Wise, K. S. (2011). **Results:** results indicated that the personal adjustment and parental involvement are the best predictors of academic achievement.

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## 1. Introduction

Several researchers tried to relate students' academic performance to social adjustment problems, study habits, hard work, commitment, events, perseverance and pre conceived convictions (Ugwuegbu, 1975) others associate students' achievements in school to instructional methods, teaching strategies and techniques. In general, teaching and learning as well as achievement in school are affected by social adjustment problems, study habits and strategies of instruction adopted by the teacher. Manju Gehlawat (2011) observed no significant differences in the emotional, social, educational and the total adjustment of students with respect to their gender. significant difference between male and female college students in terms of total scores obtained Ganai and Muhammad Ashraf Mir (2013) found no on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Yellaiah (2012) Defined that Education is the ability to meet life's situation. All human beings possess the ability to stand back and observe themselves. Now in the field of education it seems to have become very important, as many other factors seem to depend on this reflective quality.

Parental involvement in education (Fan & Chen, 2001; Hill & Chao, 2009; Seginer, 2006). Indeed, family-school relations and parental involvement in education have been identified as a way to close demographic gaps in achievement and maximize students' potential (Dearing, Kreider, Simpkins, & Weiss, 2006; Hampton, Mumford, & Bond, 1998; Hara, 1998).

As such, federal policies like the No Child Left behind Act (NCLB; 2002) mandate parental involvement in education and family-school relations across elementary and secondary school levels. parental involvement in education is positively associated with adolescents' academic outcomes throughout middle and high school (e.g., Catsambis, 2001). However, other research found that parental involvement is not related to achievement (e.g., Balli, Wedman, & Demo, 1997; Bronstein, Ginsberg, & Herrera, 2005).

A useful way of understanding student motivation has been to investigate the purposes for students 'achievement behaviour through the goals they pursue in learning situations. indeed goal theory (ames, 1992; ames & archer, 1988) at this time can have significant implications on employment or career opportunities, understanding adolescents 'motivation is vital ensuring students to achieve academic success adopting a goal theory perspective research has generated a wealth of understandings about why students might want to achieve at school as well as the individual and contextual factors that are critical to success. goal theorists have investigated both the achievement goals (ames & archer, 1988;elliott, 1999) and the social goals (I. h. anderman, 1999b; urdan & maehr, 1995) that influence adolescents' motivation at school. research shows that adolescents are concerned about developing and demonstrating competence (achievement goals) and that social goal to form relationships, demonstrate responsibility and achieve status within the peer group also influence students' motivation.

**2. Objectives**

1. To study the contribution of social adjustment to Academic achievement of adolescents.
2. To assess parental involvement as predictor of academic achievement of adolescents.
3. To assess the academic motivation as predictor of academic achievement of adolescents.

**3. Hypotheses**

1. There would be significant contribution to social adjustment to Academic achievement of adolescents.
2. The parental involvement would be a significant predictor academic achievement among adolescents.
3. The academic motivation would be a significant predictor of academic achievement among adolescents.

**4. Methodology of the Study**

**Sample**

The sample for the present study is consisted of 200 students studying 9<sup>th</sup> class in government and private schools both boys (100) and girls (100).

**Variables**

*Independent variables*

1. Social adjustment
2. Parental involvement
3. Academic motivation

*Dependent variable*

1. Academic achievement.

**Tools**

1. Social adjustment is factor of the Culturally Relevant Bell Adjustment Inventory "Student Form" developed by (Indian Adaption) A. Ashok, K. Madhu, K. Suneeta & K.V. Ramana (2009).
2. Parental involvement: Parental involvement scale developed by K. Chandraiah and Madhavi Devi (2011) used in the present study.
3. Academic motivation scale developed by blauch, c. f., & wise, k. s. (2011)

**5. Results and Discussion**

**Table: - 1**  
Summary of regression analysis between the predictor variables and academic achievement

Predictors	Regression analysis		Analysis of variance			
	r	Source of variation	Degree of Freedom	Sum of Squares	Mean Square	F- ratio
A	0.333(d)					12.439**
	r <sup>2</sup> 0.111	Regression	4	333143.414	83285.853	
	s.e 81.82487	Residual	476	2671428.388	6695.309	
B	0.175(a)					12.806**
	r <sup>2</sup> 0.031	Regression	1	92496.380	92496.380	
	s.e 85.11151	Residual	479	2912075.422	7243.969	
C	0.383(f)					11.374**
	r square. 0.147	Regression	6	440715.085	73452.514	
	s.e 80.36216	Residual	474	2563856.717	6458.077	

Significant at 0.01 levels

A: Predictors: social adjustment

B: Predictors: parental involvement

C: Predictors: academic motivation

**Inference:** show values of the parameters of regression analysis between predictors' variables and academic achievement. The results of the analysis shows as predicted. Total academic achievement of pupils in high school. The predictors' variables taken against the criterion variable. That social adjustment, parental involvement and social adjustment had 'r' and 'r' square value of .333, .175, and .383 respectively.

the 'r' square value translated into 11.1, 3.1, and 14.7 Percentage of the observed variance in the total academic achievement scores. the analysis also provided 'f' value of 12.439, 12.806 and 11.374. significant at level 0.01 level. therefore, it can be concluded that the social adjustment, parental involvement and academic motivation are best predictors of academic achievement among adolescents.

**Table: - 2**  
The betas of the predictor of academic achievement

Model	Variable	B	seb	beta	t	Sign. T
1	(constant)	566.767	25.170	15.4	22.517**	.000
	Hostility vs friendliness,	13.125	4.064		3.230**	
2	(constant)	566.767	25.170	15.4	22.517**	.000
	Hostility vs friendliness,	13.125	4.064		3.230**	
	Parental involvement	1.742	.451		18.5	3.860**

3	(constant)	562.431	39.139	16.2	14.370**	.000
	Hostility vs friendliness,	13.833	3.996		3.462**	
	Parental involvement	1.391	.452	14.8	3.079**	
	Academic motivation	.478	1.198	17.6	3.738**	.001

A. Dependent variable: Academic achievement

**Inference:** provides the prediction variables in regression equation, the beta values and significant' corresponding to be variables regresses against the dependent variable. table-2 reveals beta values for social adjustment (b=15.4) and (t=3.230) significant at 0.001 level parental involvement (b= 18.5) and (t= 3.860) significant at 0.001 level and academic

motivation (b= 17.6) and (t= 3.738) significant at 0.001 level by observing at the results in table-2 beta values indicate prediction of all the variables entered into equation found to be significantly higher this conforms. The results in table-2 where social adjustment, parental involvement and academic are the best predictors of pupil's academic achievement.

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