

# RESEARCH AND REFLECTIONS ON EDUCATION

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☞ *Parental Involvement and Interpersonal Intelligence*

☞ *Examination Anxiety and Academic Achievement*

☞ *Scientific Reasoning of Higher Secondary School Students*

☞ *Utilization of Library Information Resources among the Faculty Members and Students*

☞ *A Study on Lateral Thinking and Academic Achievement*

☞ *Risk-Taking Behaviour and Achievement in Mathematics*



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# RESEARCH AND REFLECTIONS ON EDUCATION

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# PARENTAL INVOLVEMENT AND INTERPERSONAL INTELLIGENCE OF XI STANDARD STUDENTS

Research  
Paper

## ABSTRACT

*The main objective of the study was to find out the relationship between parental involvement and interpersonal intelligence among IX standard students. The investigator adopted the survey method. Parental Involvement questionnaire prepared and validated by V.Jani and Xavier and Interpersonal Intelligence questionnaire prepared by V. Sheeja Titus and A. Amalraj (2008) were used for data collection. The sample consisted of 500 XI standard students from 10 schools. 't'-Test and Pearson's product moment correlation were used for analysis of data. The finding revealed that there is no significant relationship between parental involvement and interpersonal intelligence of IX standard students.*

## INTRODUCTION

The role of the parents is to provide love, care, and training for their children. Children must have physical care from their parents including food, shelter and protection from harm. Love and affection are also necessary to stimulate children to grow. It is the duty of the parents to support children financially and to provide physical and emotional care. To make available opportunities for the children's development within the family's resources is an important role of the parents. Further to facilitate family routine to meet the changing needs of growing children, to allow mutual acceptance of mother and father roles and to supply an atmosphere in which children can sense that they are a joy to their parents, are also the roles of the parents. Finally, it is the parents' duty to render an atmosphere that helps children learn responsibility, values and moral behavior.

Interpersonal Intelligence means to understand other people. It is an ability which all need, but is at a premium if you are a teacher, clinician, sales person or a politician - anybody who deals with other people has to be skilled in the interpersonal sphere. (Howard Gardner 1981)

## SIGNIFICANCE OF THE STUDY

Higher secondary students are in the period of adolescence which is the transition period from childhood to adulthood. One can encounter stress during this period due to physical, emotional, intellectual and social change. The diversion would also be the result if they are not trained properly. To flourish in the academic aspect, the children should prepare all efforts to study systematically. The external diversion should also be controlled to provide a

conducive environment for the children to study all these things. Parents' love, care and guidance will bring out a tremendous change in the behavior of the children.

Interpersonal intelligences are essential for teachers and students. Teacher and students are the future of the nation. In the present situation in our country, whether it is in schools or colleges or in societies or in politics or in any other field there is much chaos, violence, exploitation and cheating all around us. The widespread indiscipline, low academic achievement and lack of respect for elders are some of the factors found everywhere. So parental involvement and interpersonal intelligence are necessary so that one could grow as a respectable citizen of the society and learn to respect members of their own families and other people in the neighborhood and peer groups. Since the students are a foundation on which the society will be built, the investigator decided to conduct a study on Parental Involvement and Interpersonal Intelligence of XI standard students.

## OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between male and female XI standard students in their parental involvement and its dimensions.

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2. To find out whether there is any significant difference between urban and rural XI standard students in their parental involvement and its dimensions.
3. To find out whether there is any significant difference between male and female XI standard students in their interpersonal intelligence and its dimensions.
4. To find out whether there is any significant difference between urban and rural XI standard students in their interpersonal intelligence and its dimensions.
5. To find out whether there is any significant relationship between parental involvement and its dimensions and interpersonal intelligence of XI standard students.

### HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female XI standard students in their parental involvement and its dimensions.
2. There is no significant difference between rural and urban school XI standard students in their parental involvement and its dimensions.
3. There is no significant difference between male and female XI standard students in their interpersonal intelligence and its dimensions.
4. There is no significant difference between rural and urban school XI standard students in their interpersonal intelligence and its dimensions.
5. There is no significant relationship between interpersonal intelligence and parental involvement and its dimensions of XI standard students.

### METHOD SELECTED FOR THE PRESENT STUDY

The investigator has adapted survey method of research to find out the level of parental involvement and interpersonal intelligence of XI standard students.

### TOOLS USED IN THE PRESENT STUDY

1. Parental involvement Questionnaire prepared and validated by V.Jani and Xavier. S.J.
2. Interpersonal intelligence Questionnaire prepared and validated by V. Sheeja Titus and A. Amalraj (2008).

### POPULATION FOR THE STUDY

The population of the study consisted of XI standard students in Madurai District, Tamilnadu.

### SAMPLE OF THE STUDY

The investigator used the simple random sampling technique for selecting the sample from the population. The sample consisted of 500 XI standard students from 10 schools.

### STATISTICAL TECHNIQUES USED

Statistical techniques used in the study are Arithmetic Mean, Standard Deviation (SD), 't'-Test and Pearson's product moment correlation

### ANALYSIS OF DATA

#### Null Hypothesis 1

There is no significant difference between male and female XI standard students in their parental involvement and its dimensions.

**Table 1**

#### DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR PARENTAL INVOLVEMENT AND ITS DIMENSIONS

Dimensions	Cate gory	N	Mean	S.D	Calcu lated 't' value	Re mark at 5% level
Parenting	Male	205	21.04	3.642	0.228	NS
	Female	295	21.12	3.569		
Communi cating	Male	205	29.40	4.641	1.042	NS
	Female	295	29.83	4.525		
Volun teering	Male	205	29.22	4.131	0.773	NS
	Female	295	29.52	4.322		
Learning at home	Male	205	29.19	4.925	0.370	NS
	Female	295	29.35	4.797		
Decision making	Male	205	37.44	6.339	0.249	NS
	Female	295	37.29	6.374		
Community involvement	Male	205	37.68	6.718	0.347	NS
	Female	295	37.89	6.706		
Parental involvement	Male	205	183.97	24.670	0.462	NS
	Female	295	185.01	24.633		

*(At 5% level of significance the table value of 't' is 1.96)*



It is inferred from the above table that there is no significant difference between male and female XI standard students in their parenting, communicating, volunteering, learning at home, decision making, community involvement and parental involvement. Hence the null hypothesis is accepted.

### Null Hypothesis 2

There is no significant difference between rural and urban school XI standard students in their parental involvement and its dimensions.

Table 2

#### DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL XI STANDARD STUDENTS IN THEIR PARENTAL INVOLVEMENT AND ITS DIMENSIONS

Dimen sions	Cate gory	N	Mean	S.D	Calcu lated 't' value	Re mark at 5% level
Parenting	Rural	210	21.05	3.802	0.210	NS
	Urban	290	21.12	3.445		
Communi cating	Rural	210	29.49	4.665	0.668	NS
	Urban	290	29.77	4.510		
Volun teering	Rural	210	29.21	4.479	0.814	NS
	Urban	290	29.53	4.066		
Learning at home	Rural	210	29.26	4.777	0.098	NS
	Urban	290	29.30	4.903		
Decision making	Rural	210	37.06	6.552	0.881	NS
	Urban	290	37.57	6.209		
Community involve ment	Rural	210	37.64	7.056	0.462	NS
	Urban	290	37.93	6.448		
Parental involve ment	Rural	210	183.70	26.562	0.663	NS
	Urban	290	185.22	23.154		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban XI standard students in their parenting, communicating, volunteering, learning at home, decision making, community involvement and parental involvement. Hence the null hypothesis is accepted.

### Null Hypothesis 3

There is no significant difference between male and female XI standard students in their interpersonal intelligence and its dimensions.

Table 3

#### DIFFERENCE BETWEEN MALE AND FEMALE XI STANDARD STUDENTS IN THEIR INTERPERSONAL INTELLIGENCE AND ITS DIMENSIONS

Dimen sions	Gender	N	Mean	S.D	Calcu lated 't' value	Remark at 5% level
Empathy	Male	205	36.16	9.537	2.570	S
	Female	295	38.24	7.907		
Amiability	Male	205	37.85	7.013	1.210	NS
	Female	295	38.60	6.355		
Social persuasion	Male	205	39.29	5.291	2.062	S
	Female	295	40.22	4.408		
Guidance	Male	205	38.96	6.328	1.477	NS
	Female	295	39.76	5.510		
Respect fulness	Male	205	39.82	6.369	1.582	NS
	Female	295	40.71	5.837		
Inter personal intelligence	Male	205	192.08	28.671	2.261	S
	Female	295	197.52	22.975		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female XI standard students in their amiability, guidance and respectfulness. But there is significant difference between male and female XI standard students in their empathy, social persuasion and interpersonal intelligence.

### Null Hypothesis 4

There is no significant difference between rural and urban XI standard students in their interpersonal intelligence and its dimensions.

It is inferred from the table below that there is no significant difference between rural and urban XI standard students in their empathy, amiability, social persuasion, guidance, respectfulness and interpersonal intelligence. Hence the null hypothesis is accepted.



**Table 4**  
**DIFFERENCE BETWEEN RURAL AND**  
**URBAN XI STANDARD STUDENTS**  
**IN THEIR INTERPERSONAL INTELLIGENCE**  
**AND ITS DIMENSIONS**

Dimen sions	Loca lity	N	Mean	S.D	Calcu lated 't' value	Remark at 5% level
Empathy	Rural	210	37.31	8.745	0.163	NS
	Urban	290	37.44	8.619		
Amiability	Rural	210	38.12	6.795	0.479	NS
	Urban	290	38.41	6.528		
Social persuasion	Rural	210	39.92	4.772	0.313	NS
	Urban	290	39.78	4.838		
Guidance	Rural	210	39.47	5.879	0.112	NS
	Urban	290	39.41	5.868		
Respectful	Rural	210	40.40	6.092	0.182	NS
	Urban	290	40.30	6.065		
Interpersonal intelligence	Rural	210	195.22	25.878	0.053	NS
	Urban	290	195.34	25.403		

(At 5% level of significance the table value  
of 't' is 1.96)

#### Null Hypothesis 5

There is no significant relationship between interpersonal intelligence and parental involvement and its dimensions of XI standard students.

**Table 5**  
**RELATIONSHIP BETWEEN INTERPERSONAL**  
**INTELLIGENCE AND PARENTAL**  
**INVOLVEMENT AND ITS DIMENSIONS**  
**OF XI STANDARD STUDENTS**

Dimensions	Calculated $\gamma$ Value	Remark at 5% level
Parenting	0.073	NS
Communicating	0.044	NS
Volunteering	0.009	NS
Learning at home	0.046	NS
Decision making	0.070	NS
Community involvement	0.017	NS
Parental involvement	0.034	NS

(At 5% level of significance, for 498df, the table  
value of ' $\gamma$ ' is 0.088)

It is inferred from the above table that there is  
no relationship between interpersonal intelligence and

parenting, communicating,  
volunteering, learning at home,  
decision making, community

involvement and parental involvement of XI standard  
students, as the calculated 'g' value is less than the table  
value. Hence the null hypothesis is accepted.

#### FINDINGS AND DISCUSSION

1. There is no significant difference between male and female XI standard students in their parental involvement and its dimensions.
2. There is no significant difference between rural and urban XI standard students in their parental involvement and its dimensions.
3. There is no significant difference between male and female XI standard students in their interpersonal intelligence and its dimensions \_ amiability, guidance and respectfulness. But there is significant difference between male and female XI standard students in their interpersonal intelligence and its dimensions \_ empathy, social persuasion and interpersonal intelligence.

While comparing the mean scores of male (mean=36.16, 39.29, 192.08) and female (mean=38.24, 40.22, 197.52) XI standard students, in their empathy, social persuasion and interpersonal intelligence, female students are better than male students. This may be due to the fact that the female students are better in their discipline, language ability and logical thinking ability than male XI standard students. Further they gain more confidence in their life and they can easily perceive the situations; and their family background may also influence them to achieve their goals. This paves the way to keeping good interpersonal intelligence.

4. There is no significant difference between rural and urban XI standard students in their interpersonal intelligence and its dimensions.
5. There is no significant relationship between parental involvement and its dimensions and interpersonal intelligence of XI standard students.

Continued on Page 10



family gatherings, TV watching and outings and also advised to be realistic and not to be discouraged. They should set realistic goals and be systematic and focused. It is helpful to make the student see what he or she can accomplish in the remaining time. Constant encouragement and reassurance is essential from all significant members in the school and family. It is important that the student is clear about how to take the examination, how to tackle questions and how to manage time. They should not demean themselves and should be properly advised to contact the teachers or counselors if they feel low or anxious or disinterested in studies.

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A life of joy and happiness is possible only on the basis of knowledge and science

-Sarvepalli Radhakrishnan

Books are the means by which we build bridges between cultures

- Sarvepalli Radhakrishnan

The true teachers are those who help us think for ourselves.-

Sarvepalli Radhakrishnan

When we think we know, we cease to learn

- Sarvepalli Radhakrishnan

## PARENTAL INVOLVEMENT... RECOMMENDATIONS

On the basis of the findings of this study the following recommendations were made by the investigator.

1. Every institution right from the primary school should be provided with facilities offering guidance and counseling. The psychologist and the counselor of the school can help the parents and students to develop involvement in the family and studies too.
2. Special programmes should be given to the students to develop interpersonal intelligence.
3. Innovative techniques should be adopted to create interest among the students to improve their social persuasion.
4. Special programs like quiz, science exhibition, cultural competitions and field trips should be conducted to develop parental involvement and interpersonal intelligence.
5. Seminars and symposiums should be conducted with the help of experts from different institutions.

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