



INTERACTION EFFECT OF PARENTAL EDUCATION, EMOTIONAL COMPETENCY AND ACADEMIC STRESS ON SCHOOL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS

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INTRODUCTION

Generally speaking, 'Education' is utilized in three senses: Knowledge, Subject and a process. When a person achieves degree up to certain level we do not call it education. As for example if a person has secured masters degree then we utilize education in a very narrower sense and call that the person has achieved education up to masters level. In the Second sense, education is utilized in a sense of discipline. As for example if a person had taken education as a paper or as a discipline during his study in any institution then we utilize education as a subject. In the third sense, education is utilized as a process. In fact when we talk of education, we talk in the third sense i.e. education as process.

RATIONALE FOR THE STUDY - EMPIRICAL EVIDENCES FOR THE selected variables.

The research studies conducted so far in the areas of students Parental Education, Study habits, Emotional Competency and correlate of achievement form the basis for setting objectives and hypotheses for the present study. Thus, the critical appraisal of the related studies is presented below;

Studies Related to Parental Education and School Adjustment:

Ogbemudia and Aiasa (2013) reported lack of good home foundation for pupils as cause of poor performance by students.

Sukon (2005) titled "Influence of home related factors" found that students whose parents are closely involved in school life and who monitor their progress make good performance in high school.

Schiefelbaum and Simmons (2000) found that family background is the most important and most weighty factor in determining the academic performance attained by the student. Among family factors of greatest influence are social class variables and the educational and family environment.

Studies related to Emotional competency and School adjustment:

Engelberg and Sjoberg (2015) found that emotional competency predict student's social adjustment. Another study found a statistically significant correlation of both emotional competency and personal traits with satisfaction of their social relationships.

Adeyemo (2011) conducted a study to look at the importance of emotional competency for students adjustment in which the results of the study showed the existence of relationships between emotional competency and overall student adjustment.

Aballah et al (2009) found a positive and significant relationship between student's level of emotional competency and academic adjustment among secondary school students.

Studies related to Academic stress and School adjustment:

Tung and Chahal (2005) examined relationship between stress and adjustment and found that no significant cause relationship between stress and the adjustment. However direction of the results implied that level of adjustment influences the number of stress full events and amount of stress experienced by them.

Aggrawal (2004) found that the adjustment of adolescent very much depends on the fulfillment of their significant specific needs that consists of physical needs, emotional needs, social needs, intellectual needs, moral needs and vocational needs.

Hodge (1996) investigated that prevalence of stress were found particularly among those students who were by their nature prone to anxiety which positively influence on their school outcomes.

CONCLUSION

The analysis of the related studies reveal the following points :

- (i) The studies Sinha U.K (2016), Sharma.V (2013), Nepal,M.K (2010) Sinha, A.K.P (2009) Singh Deb, Madhu et.al. (1990) revealed that The private school students by and large suffer from higher level of academic stress than their Government school counterparts. The academic stress and overall adjustment of students were inversely related to each other. The association between the two variables was strong that it was also found statistically significant for both the groups. On the basis of results it can be said that academic stress adversely affects overall adjustment of students.
- (ii) The studies by Shaikh (1982), Naglika (1988), found that Parental Education and School adjustment of students were positive related and Ching van, James (1988), Ghalsasi, (1988) revealed that there was no significance difference between Emotional competency and school adjustment of students.

General Objectives of the Study

1. To study the Influence of Students Parental Education, Emotional Competency and Academic Stress on School Adjustment among Secondary School Students.
 2. To study the Influence of Boys Parental Education, Emotional Competency and Academic Stress on School Adjustment among Secondary School Students.
 3. To study the Influence of Girls Parental Education, Emotional competency and Academic Stress on School Adjustment among Secondary School Students.
 4. To study the Influence of Urban students Parental Education, Emotional competency and Academic Stress on School Adjustment among Secondary School Students.
 5. To study the Influence of Rural students Parental Education, Emotional competency and Academic Stress on School Adjustment among Secondary School Students.
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6. To study the Influence of Government school students Parental Education, Emotional competency and Academic Stress on School Adjustment among Secondary School Students.
7. To study the Influence of Private school students Parental Education, Emotional competency and Academic Stress on School Adjustment among Secondary School Students.

METHODOLOGY

Variables

Independent Variables to be considered in the study :

- i. Parental Education
- ii. Emotional Competency
- iii. Academic Stress

Dependent Variable to be considered in the study:

- i. School Adjustment

Research Hypotheses

Keeping in view the above specific objectives, the following research hypotheses are framed;

1. Effects of higher and lower Parental Education of students differ significantly in terms of their influence on School Adjustment among Secondary School Students.
2. Effects of good and Poor Emotional Competency of students differ significantly in terms of their influence on School Adjustment among Secondary School Students.
3. Effects of high and low Academic Stress of students differ significantly in terms of their influence on School Adjustment among Secondary School Students.
4. Interaction effects of Parental Education X Academic Stress differ significantly in terms of their influence on School Adjustment.
5. Interaction effects of Parental Education X Emotional Competency differ significantly in terms of their influence on School Adjustment among Secondary School Students.
6. Interaction effects of Parental Education X Academic Stress differ significantly in terms of their influence on School Adjustment among Secondary School Students.
7. Interaction effects of Parental Education X Emotional Competency X Academic Stress differ significantly in terms of their influence on School Adjustment among Secondary School Students.

Design of the Study

The present study is the descriptive study where a survey will be undertaken to measure the scores on Parental Education, Emotional Competency and Home Environment of students of IX standard of Vijayapura District with regard to their interaction effect on School Adjustment among Secondary School Students

Tools Used in the Study

To test the hypotheses formulated for the study, data will be collected with the help of following tools:

a. Parental Education

In order to measure this variable the researcher will develop this tool by consulting the guide and experts in the field of education.

b. Emotional competence

Emotional Competence Scale by R. Bharadwaj and H. Sharma.

c. Academic Stress

Stress Inventory for School Students (SISS – SS) by Seema Rani and Basant Bahadur

d. School Adjustment

High School Adjustment Inventory (HSAI – SG) by A.K.P Singh and A.Sen Gupta.

Selection of the Sample

Using random sampling technique five hundred students are selected from IX standard studying in secondary schools of Vijayapura District

Collection of Data

Required data relating to Parental Education, Emotional competency and Academic Stress of the students will be obtained by administering Tests to school students. The investigator also administers School adjustment test to the students to collect the necessary data. The investigator will collect the essential data by visiting different secondary schools from Vijayapura District. The sex, management and location of the school will be collected through a personal data Performa.

Statistical Techniques

In pursuance of the objectives of the study as well as the research hypotheses, Reliable and valid statistical techniques by consulting research guide and experts in the field will be applied.

Analysis of Data

Scores relating Parental education (High and Low), Emotional competency (Good and poor), Academic stress (High and Low) and School adjustment of 500 students studying in secondary schools constituted the raw data for the present study. The data were subjected to statistical analysis in pursuance of the objectives of the study and research hypotheses.

Table: Summary Table of 3-way ANOVA with respect to School adjustment of students of Entire Sample

Source of Variation	df	Sum of Squares	Mean of Sum of Squares	<i>F - Ratios</i>	P - Value	Significance
Main effects						
Parental education (A)	1	3675.03	3675.03	714.1734	<0.01	S
Emotional competency (B)	1	208.53	208.53	40.5233	<0.01	S
Academic stress (C)	1	66.82	66.82	12.9845	<0.01	S
2 way interactions						
PE x EC (A x B)	1	22.27	22.27	4.3282	<0.05	S
PE x AS (A x C)	1	324.00	324.00	62.9635	<0.01	S
EC x AS (B x C)	1	20.20	20.20	3.9257	<0.05	S
3way interactions						
PE x EC x AS (A x B x C)	1	41.39	41.39	8.0424	<0.01	S
Error	492	2531.76	5.15			
Total	499	6890.00				

Interpretations of Results:

Findings

- 1) The students with high Parental education have more influence on School adjustment than the students with low Parental education.
- 2) The students with good Emotional competency have more influence on School adjustment than the students with poor Emotional competency.
- 3) The students with high Academic stress have less influence on School adjustment than the students with low Academic stress.
- 4) There is significant difference between the interaction effects of high/low parental education and good /poor Emotional competency of students in terms of their influence on School adjustment.
- 5) There is a significant difference between the interaction effects of high/low Parental education and high/low Academic stress of students in terms of their influence on School adjustment.
- 6) There is a significant difference between the interaction effects of good /poor Emotional competency and high/low Academic stress of students in terms of their influence on School adjustment.
- 7) There is a significant difference between the interaction effects of high/low parental education, good/poor Emotional competency and high/low Academic stress of students in terms of their influence on School adjustment.

Multiple Comparison of Means Using Scheffe’s Test – ‘Entire Sample’

to overcome the above mentioned short comings Scheffe’s multiple posthoc procedures was used as a method of determining which means differ significantly following an F-test. Hence, this test has been employed in the study.

Table: Comparison of means of treatment groups with school adjustment scores of entire sample by Scheffe’s simultaneous confidence intervals

No	Comparison of treatment groups		Corresponding means		Simultaneous Confidence Intervals		P-value	Sign.
1	a1 x b1	a1 x b2	56.14	54.78	0.76	1.96	<0.05	S
2	a1 x b1	a2 x b1	56.14	49.47	5.99	7.35	<0.05	S
3	a1 x b1	a2 x b2	56.14	48.20	7.39	8.47	<0.05	S
4	a1 x b2	a2 x b1	54.78	49.47	4.65	5.97	<0.05	S
5	a1 x b2	a2 x b2	54.78	48.20	6.07	7.09	<0.05	S
6	a1 x c1	a2 x c1	55.43	47.71	7.18	8.27	<0.05	S
7	a1 x c1	a2 x c2	55.43	50.14	4.66	5.93	<0.05	S
8	a1 x c2	a2 x c1	55.38	47.71	7.15	8.20	<0.05	S
9	a1 x c2	a2 x c2	55.38	50.14	4.63	5.86	<0.05	S
10	a2 x c1	a2 x c2	47.71	50.14	-2.99	-1.87	<0.05	S
11	b1 x c1	b1 x c2	50.70	54.69	-4.70	-3.28	<0.05	S
12	b1 x c1	b2 x c1	50.70	50.40	-0.34	0.95	<0.05	S
13	b1 x c2	b2 x c2	54.69	51.10	2.98	4.20	<0.05	S

14	a1 x b1 x c1	a1 x b2 x c2	57.16	54.19	1.70	4.22	<0.05	S
15	a1 x b1 x c1	a2 x b1 x c1	57.16	47.71	8.22	10.68	<0.05	S
16	a1 x b1 x c1	a2 x b1 x c2	57.16	51.67	4.21	6.77	<0.05	S
17	a1 x b1 x c1	a2 x b2 x c1	57.16	47.71	8.37	10.54	<0.05	S
18	a1 x b1 x c1	a2 x b2 x c2	57.16	49.33	6.66	8.99	<0.05	S
19	a1 x b1 x c2	a2 x b1 x c1	55.90	47.71	7.34	9.05	<0.05	S
20	a1 x b1 x c2	a2 x b1 x c2	55.90	51.67	3.32	5.15	<0.05	S
21	a1 x b1 x c2	a2 x b2 x c1	55.90	47.71	7.58	8.81	<0.05	S
22	a1 x b1 x c2	a2 x b2 x c2	55.90	49.33	5.82	7.31	<0.05	S
23	a1 x b2 x c1	a2 x b1 x c1	55.04	47.71	6.48	8.18	<0.05	S
24	a1 x b2 x c1	a2 x b1 x c2	55.04	51.67	2.45	4.28	<0.05	S
25	a1 x b2 x c1	a2 x b2 x c1	55.04	47.71	6.72	7.94	<0.05	S
26	a1 x b2 x c1	a2 x b2 x c2	55.04	49.33	4.96	6.45	<0.05	S
27	a1 x b2 x c2	a2 x b1 x c1	54.19	47.71	5.47	7.50	<0.05	S
28	a1 x b2 x c2	a2 x b1 x c2	54.19	51.67	1.46	3.60	<0.05	S
29	a1 x b2 x c2	a2 x b2 x c1	54.19	47.71	5.66	7.32	<0.05	S
30	a1 x b2 x c2	a2 x b2 x c2	54.19	49.33	3.93	5.79	<0.05	S
31	a2 x b1 x c1	a2 x b1 x c2	47.71	51.67	-5.00	-2.92	<0.05	S
32	a2 x b1 x c2	a2 x b2 x c1	51.67	47.71	3.10	4.82	<0.05	S
33	a2 x b1 x c2	a2 x b2 x c2	51.67	49.33	1.38	3.29	<0.05	S
34	a2 x b2 x c1	a2 x b2 x c2	47.71	49.33	-2.30	-0.95	<0.05	S

From the results of the above table, it can be seen that

- The students with high Parental education and good Emotional competency have more influence on School adjustment than the students with high Parental education and poor Emotional competency.
- The students with high Parental education and good Emotional competency have more influence on School adjustment than the students with low Parental education and good Emotional competency.
- The students with high Parental education and good Emotional competency have more influence on School adjustment than the students with low Parental education and poor Emotional competency.
- The students with high Parental education and poor Emotional competency have more influence on School adjustment than the students with low Parental education and good Emotional competency.
- The students with high Parental education and poor Emotional competency have more influence on School adjustment than the students with low Parental education and poor Emotional competency.
- The students with high Parental education and high academic stress have more influence on School adjustment than the students with low Parental education and high academic stress.
- The students with high Parental education and high academic stress have more influence on School adjustment than the students with low Parental education and low academic stress.

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- The students with high Parental education and low academic stress have more influence on School adjustment than the students with low Parental education and high academic stress.
 - The students with high Parental education and low academic stress have more influence on School adjustment than the students with low Parental education and low academic stress.
 - The students with high Parental education and low academic stress have less influence on School adjustment than the students with low Parental education and low academic stress.
 - The students with good emotional competency and high academic stress have less influence on School adjustment than the students with good emotional competency and low academic stress.
 - The students with good emotional competency and high academic stress have more influence on School adjustment than the students with poor emotional competency and high academic stress.
 - The students with good emotional competency and low academic stress have more influence on School adjustment than the students with poor emotional competency and low academic stress.
 - The students with high Parental education, good Emotional competency and high Academic stress have more influence on School adjustment than the students with high Parental education, good Emotional competency and low Academic stress.
 - The students with high Parental education, good Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, good Emotional competency and high Academic stress.
 - The students with high Parental education, good Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, good Emotional competency and low Academic stress.
 - The students with high Parental education, good Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and high Academic stress.
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 - The students with low Parental education, good Emotional competency and low Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and high Academic stress.
 - The students with high Parental education, good Emotional competency and low Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and low Academic stress.
 - The students with high Parental education, poor Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, good Emotional competency and high Academic stress.
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- The students with high Parental education, poor Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, good Emotional competency and low Academic stress.
- The students with high Parental education, poor Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and high Academic stress.
- The students with high Parental education, poor Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and low Academic stress.
- The students with high Parental education, poor Emotional competency and low Academic stress have more influence on School adjustment than the students with low Parental education, good Emotional competency and high Academic stress.
- The students with high Parental education, poor Emotional competency and low Academic stress have more influence on School adjustment than the students with low Parental education, good Emotional competency and low Academic stress.
- The students with high Parental education, poor Emotional competency and low Academic stress have high influence on School adjustment than the students with low Parental education, poor Emotional competency and high Academic stress.
- The students with high Parental education, poor Emotional competency and low Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and low Academic stress.
- The students with low Parental education, good Emotional competency and high Academic stress have less influence on School adjustment than the students with low Parental education, good Emotional competency and low Academic stress.
- The students with low Parental education, good Emotional competency and high Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and high Academic stress.
- The students with low Parental education, good Emotional competency and low Academic stress have more influence on School adjustment than the students with low Parental education, poor Emotional competency and low Academic stress.
- The students with low Parental education, poor Emotional competency and high Academic stress have lesser influence on School adjustment than the students with low Parental education, poor Emotional competency and low Academic stress.

CONCLUSION:

Frequent check up of students' maladjustment at school in each standard by School management and teachers at School is the major role to be played by each and every one to build strong rapport between the students and the school for welfare of the students' academic achievement. Teachers' and parents play a vital role in bringing up the students' academic growth.

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