



## Parent Academic Involvement and Academic Achievement of Tenth Grade Students

### KEYWORDS

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**ABSTRACT** The study deals with the extent of parent involvement in education and which level of involvement is essential to generate a positive impact on academic achievement of students. A sample of 400 tenth grade students from Meerut district was drawn using cluster random sampling technique. A tool was prepared to find out the extent of parent academic involvement. For analysis of data 'F' test and t test was used. The findings revealed that high academic involvement of parents improves academic achievement of student whereas medium and low academic involvement of parents negatively affects academic achievement of students.

### INTRODUCTION

The world is becoming more and more competitive. Children today are often categorized on the basis of their academic performance. While seeking admission in various courses, the factor considered is good academic performance. Quality of performance has become the key factor for personal progress. Because of this parents desire that their children climb the ladder of performance to as high as possible. This desire for a high level of achievement put a lot of pressure on optimism of students.

Children have to deal with academic pressure and high parental expectations. Parents are either too strict or too indulgent. Both type of parental involvement effect students' outcomes and various other aspects of personality. Parent involvement is a very important ingredient in accelerating and motivating children to perform well with an optimistic outlook. But it is very important to understand that what type of parental involvement have more impact on child's performance.

Home influences can be identified as very important variable that have potential for promoting directly or indirectly students' academic achievements (Blooms, 1984). The concept of parents' involvement has a wide scope as parents and child interact in different setting at different times and for different purposes. Therefore, it becomes rather difficult to define parents' involvement in a way which can be applied to each and every setting and for all purposes. Carol Ascher (1986) has stated, "Off all education issues, parent involvement is one of the vaguest and most shifting in its meaning. Parent involvement may easily mean quite different things to different people."

According to Vandegrift and Greene (1992), parent involvement has two independent components: parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parent involvement. Parents can be active, yet not supportive of the education process. They also can be supportive but not active at the school. Of course, the ideal parent is who both are supportive and active but this often is difficult when both parents work outside the home or where there is only one parent in the house.

Fan and Chen (2001) examined multiple measures of par-

ent involvement. The researchers identified three construct of parent involvement: communication, supervision and parental experience and parenting style. Communication refers to parents frequent and systematic discussions with their children about school work. Supervision includes monitoring when students return home from school and what they do after school, overseeing time spent on homework and the extent to which children watch television. Parental expectations and parenting style were found to be the most critical of the three. These include the manner and the extent to which parents communicate their academic aspiration to their children.

Expectations of parents from their children have a dramatic effect on child's achievement. Attitude and behavior of parents towards their ward may affect adversely if they are always expecting a lot (Kaila, 2003). Lazarus (1983) explained that many individuals have a positive denial that is associated with well being in the face of adversity. Taylor and Brown (1988) have done research on positive illusions and discovered that the individuals are biased towards the positive with the exceptions of those individuals that are anxious or depressed.

### Objectives of the study

1. To construct a scale of parental academic involvement.
2. To compare academic achievement of students having high, medium and low parental academic involvement belonging to low SES.

### Hypotheses of the study

1. Students belonging to high, medium and low parental academic involvement group differ significantly on academic achievement belonging to low SES.

### Methodology

#### Sample

The study was conducted on 400 students of class tenth C.B.S.E. Board. It was decided to pick up randomly 2 schools from the urban area and 2 schools from the rural area. For this purpose cluster random sampling technique was used thus all the 4 C.B.S.E. Boards schools were drawn.

### Tools Used for data collection

To measure the extent of parent involvement in student's

education, researcher developed Parent Academic Involvement Inventory. The Parent Academic Involvement Inventory had 50 items in it. The test-retest reliability was calculated to be 0.62. The academic achievement of students was measured through the average percentage in the last three classes.

### Statistical Techniques Used

'F' test and t test were used.

### Results

**Academic Achievement of students having high, medium and low parental academic involvement belonging to low socio-economic status**

Table -1. Academic Achievement (Low SES)

High (PAI)		Medium (PAI)		Low (PAI)	
$\Sigma X_1$	$\Sigma X_1^2$	$\Sigma X_2$	$\Sigma X_2^2$	$\Sigma X_3$	$\Sigma X_3^2$
228	17342	2707	182349	572	32948
$M_H = 96$		$M_M = 66.02$		$M_L = 57.2$	

Table-2. Matrix for ANOVA

Source	SS	df	$MS = \frac{SS}{df}$	$F = \frac{MS_B}{MS_W}$	Result
Between	1014.26	2	507.13	$\frac{507.13}{75.77} = 6.69^{**}$	Significant
Within	3864.58	51	75.77		

### Further calculation of t values

(a).	<b>High (PAI)</b> $M_H = 96$ $N_H = 3$ $SD_{Comb} = 8.7$ $t = 5.84^{**}$	<b>Medium (PAI)</b> $M_M = 66.02$ $N_M = 41$ $SD_{Comb} = 8.70$ $t = 2.90^{**}$
(b).	<b>Medium (PAI)</b> $M_M = 66.02$ $N_M = 41$ $SD_{Comb} = 8.70$ $t = 2.90^{**}$	<b>Low (PAI)</b> $M_L = 57.2$ $N_L = 10$ $SD_{Comb} = 8.70$ $t = 6.86^{**}$
(c).	<b>High (PAI)</b> $M_H = 96$ $N_H = 3$ $SD_{Comb} = 8.70$ $t = 6.86^{**}$	<b>Low (PAI)</b> $M_L = 57.2$ $N_L = 10$ $SD_{Comb} = 8.70$ $t = 6.86^{**}$

Three groups of parental academic involvement i.e. high parental academic involvement, medium parental academic involvement and low parental academic involvement of low SES have been compared on academic achievement scores. It is evident from Table-2 that Obtained F value was found to be significant at .01 level ( $F=6.69$ ,  $P<.01$ ). Significant F value leads to further calculation of t-values. First t-value has been calculated between high parental academic involvement and medium parental academic involvement groups. Obtained t-value has been found significant at .01 level ( $t=5.84$ ,  $P<.01$ ). Greater mean in favour of high parental academic involvement group ( $M_H=96$ ) as compared to medium parental academic involvement group ( $M_M=66.02$ ) leads to believe that medium parental academic involvement reduces academic achievement and high parental academic involvement increases academic achievement among students.

Second t-value has been calculated between medium parental academic involvement and low parental academic involvement groups. Obtained t-value has been found significant at .01 level ( $t=2.90$ ,  $P<.01$ ). Greater mean in favour of medium parental academic involvement group ( $M_M=66.02$ ) as compared to low parental academic involvement group ( $M_L=57.2$ ) leads to the conclusion that low parental academic involvement reduces academic achievement and medium parental academic involvement increases academic achievement among students. Third t-value has been calculated between high parental academic involvement and low parental academic involvement groups. Obtained t-value has been found significant at .01 level ( $t=6.86$ ,  $P<.01$ ). Greater mean in favour of high parental academic involvement group ( $M_H=96$ ) as compared to low parental academic involvement group ( $M_L=57.2$ ) leads to believe that low parental academic involvement reduces academic achievement and high parental academic involvement increases academic achievement among students.

### ConclusionS and implications

The findings of the study can be concluded that students belonging to high, medium and low parent academic involvement have been found to differ on academic achievement. High parental academic involvement helps the students to improve their academic achievement whereas; low parental academic involvement adversely effect academic achievement of students. This study has ample theoretical and practical implications. Findings of the study will enable the parents to understand the fears in the minds of the students that create anxiety and adversely affect their achievement. The parents and the other members of the family will make maximum efforts to bring out behavioral changes in themselves in order to shape and mould the behavior of their wards in the desired direction. The teachers can also keep a watchful eye on the extent of parent involvement and its influence on children. Armed with such valid information, teachers would be able to deal with the problem of low academic achievement more efficiently.

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