



ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PARENTAL INVOLVEMENT

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ABSTRACT The aim of the present study was to study the academic achievement of secondary school students in relation to their parental involvement. Academic achievement was treated as dependent variable whereas parental involvement was treated as independent variable. Descriptive survey method was employed for the present study. A sample of 220 secondary school students was taken by using multi-stage stratified random sampling technique. Academic achievement of the students was determined on the basis of their previous examination marks i.e. 8th class. Parental Involvement Scale (PIS) by Chopra and Sahoo (2007) was used to collect the data. The obtained data were analysed using t-test and coefficient of correlation (r). A significant difference was found in the academic achievement of secondary school students in relation to parental involvement. Further, a positive and significant relationship was found between academic achievement and parental involvement of secondary school students.

KEYWORDS : Academic Achievement, Parental Involvement and Secondary School Students.

INTRODUCTION

Parental involvement in their child education matters now more than ever because it's in decline. Parents now prefer remote methods of communication, like online student portals, and they are less likely to attend parent-teacher conferences or school activities. This shift is sudden and concerning due to what it means for parent engagement. Blackboard (2016) showed a drop in parents who believe that intimate parent-teacher communication is effective. While digital tools can help families stay informed, students are missing out when parents don't offer their time and support. Parents are the prime well wishers for the children to excel in academic performance. The involvement of parents will bring out marvelous change in academic performance. Parents love, care and guidance will bring out tremendous change in the behaviour of the children. Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behaviour, classroom conduct, self-esteem, absenteeism, and motivation. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school. Children whose parents remain involved in schooling, usually make better transitions and are less likely to drop out of school.

Parents' involvement is a combination of commitment and active participation on the part of the parents to the school and the student. Parent involvement happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and school. Research says, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Parents are the first and permanent teachers. Parent-child relationship is the most important factor that determines social, emotional, moral, and communicative developments of a child. Parental attitudes, beliefs, ambitions for children, disciplinary techniques adopted by parents, parental involvement, how parents reciprocate with children and establishment of motivational patterns are the important factors which influence the type of relationship parents have with their children. Parental involvement is key factor of achievement as it affects the nurturing of child's overall progress of child. Parental involvement in student's learning increases the rate of academic success of ward (Furstanberg and Hughes, 1995). Parents can influence children's academic outcomes is through active participation in and management of learning in the home. Such active management from parents in the home environment can support children's educational endeavors and provide motivation to learn (Seginer, 2006).

Secondary School age is the age when students feel independent and they neglect their parents care and their advices. So, the parents should be made aware of the method of giving rewards and encouragement to their performance. The parents must be able to find out the talents of their children and give them inspiration and guidance and what is good for them and they must also make sure that their children are getting proper food and exercise. The parents should have an expectation according to the capacity of the child and should also help him to set his goals which are achievable. The child should be given enough freedom to express himself in home; this makes the child free to share his

problems with his parents. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. Research has shown that parental involvement in the schools is positively correlated to the intellectual spheres of overall academic achievement, completion of homework and graduation rates (Tozer, Senese, & Violas, 2006). The majority of school superintendents have stated that lack of parental involvement is the single largest roadblock of students' academic achievement (Ryan & Cooper, 2007). The research, however, has also proven the positive effects of parental school involvement in the social sphere. Children whose parents are involved with school are characterized by higher attendance rates, positive attitudes toward school, positive behavior and increased positive interactions with peers (Koonce & Harper, 2005). Parents who are involved with the school's disciplinary process and participate in their children's academic and social development at school have the positive effect of decreasing their children's suspensions and inappropriate school behaviors (Koonce & Harper, 2005). Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano and Catalano, 2014). In this way, the best tip for school success is to make sure that parents and teachers are working together as allies. A teacher can identify where to tap to benchmark a child's performance level. Therefore, school-focused parental involvement in the home is indeed that is associated with children's school achievement.

VARIABLES USED

- **Dependent Variable:** Academic Achievement
- **Independent Variable:** Parental Involvement

OBJECTIVES OF THE STUDY

1. To compare the academic achievement of secondary school students in relation to their parental involvement.
2. To study the relationship between academic achievement and parental involvement of secondary school students.

HYPOTHESES OF THE STUDY

- H_{01} There exists no significant difference in the academic achievement of secondary school students in relation to their parental involvement.
- H_{02} There exists no significant relationship between academic achievement and parental involvement of secondary school students.

METHOD

Descriptive survey method was used in the present study.

SAMPLE

A sample of 220 secondary school students was selected by using multi-stage stratified random sampling technique on the basis of academic achievement and parental involvement.

TOOL USED

- **Academic Achievement:** Academic Achievement is defined as total marks obtained in the previous class i.e. 8th standard.

- **Parental Involvement Scale:** Parental Involvement Scale (PIS) by Chopra and Sahoo (2007).

STATISTICAL TECHNIQUES

Mean, SD, 't' test and Coefficient of Correlation (r) were used to assess the academic achievement of secondary school students in relation to their parental involvement.

RESULTS AND INTERPRETATION

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

OBJECTIVE 1: To compare the academic achievement of secondary school students in relation to their parental involvement.

For the purpose of studying the difference in the academic achievement of secondary school students in relation to parental involvement, the following null hypothesis was formulated:

H01 There exists no significant difference in the academic achievement of secondary school students in relation to parental involvement.

To test the null hypothesis, Mean, Standard Deviation, t-value and level of significance of the scores obtained from the academic achievement of students with respect to parental involvement scale were calculated. The results are presented in Table-1.

Table-1
Descriptive statistics related to the Academic Achievement of Secondary School Students with respect to Parental Involvement

Dependent Variable	Groups	N	Mean	SD	't'	Level of Significance
Academic Achievement	High Parental involvement	71	89.43	18.61	3.15**	Significant at 0.01 level
	Low Parental involvement	78	82.68	14.68		

** Significant at .01 level * Significant at .05 level NS-Not significant

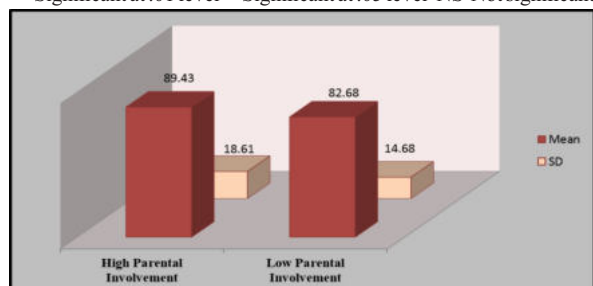


Fig. 1: Parental Involvement wise Mean Academic Achievement scores and SDs of Secondary School Students

It is inferred from the Table-1 and Fig.1 that the t-value of 3.15 was found significant at 0.01 levels, which indicates that the academic achievement of secondary school students having high and low parental involvement differ significantly. So, the null hypothesis i.e. there exists no significant difference in the academic achievement of secondary school students in relation to parental involvement, is rejected. In terms of Mean scores, it can be seen that academic achievement score of high parental involvement students i.e. 89.43 has been found higher than academic achievement score of low parental involvement students i.e. 82.68. It can be concluded that those students whose parents have high involvement in their studies have higher academic achievement than their counterparts. Similar study conducted by Lara and Saracosti (2019) who also found that those children whose parents have a low involvement have lower academic achievement. The finding of this study is in consonance with the finding of Yohannes & Bereket (2017) who also revealed a significant difference in parental involvement and children's academic achievement.

OBJECTIVE 2: To study the relationship between academic achievement and parental involvement of secondary school students.

For the purpose of studying the relationship between academic achievement and parental involvement of secondary school students, the following null hypothesis was formulated:

H02 There exists no significant relationship between academic achievement and parental involvement of secondary school students.

Table-2
Coefficients of Correlation between Academic Achievement and Parental Involvement of Secondary School Students

Sr. No.	Variables	N	Coefficients of Correlation (r)
1.	Academic achievement	220	0.44**
2.	Parental involvement	220	

** Significant at .01 level * Significant at .05 level NS-Not significant

The Table -2 reveals that coefficient of correlation between academic achievement and parental involvement of secondary school students is 0.44 which is positive and significant at 0.01 level of significance. So the null hypothesis "There exists no significant relationship between academic achievement and parental involvement of secondary school students" is rejected. In other words, we can say that more parental involvement leads more academic achievement of secondary school students. The finding of this study is in consonance with the finding of Wilder (2014) who also found that there exists a positive relationship between parental involvement and academic achievement of students. Similar study conducted by Yohannes & Bereket (2017) who also observed a positive relationship between parental involvement and children's academic achievement.

FINDINGS OF THE STUDY

1. A significant difference was found in the academic achievement of secondary school students in relation to parental involvement.
2. A positive and significant relationship was found between academic achievement and parental involvement of secondary school students.

CONCLUSION

Parents' involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behaviour and social adjustment. This means that if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among students. It is proven that, when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. It has also been proven that parents who invest time and place value on their children's education will have children who are more successful in school. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves with their children's education. So, it can be concluded that without parents' involvement in their children's education, no education in schools can be perfectly confirmed. Hence, opportunities for the interaction of the parents and teachers should be increased. If they are aware of how their involvement in learning activities of their children can affect their child's learning ability and academic achievement, they may be more actively participate in the child's education.

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