



# A Study of Role of Parental Involvement with Respect to Academic Achievement of Students in Secondary Schools

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ABSTRACT

The present study is aimed at finding out the role of parents with respect to academic achievement of students of secondary schools in district Shamli, Uttar Pradesh. A sample of 600 students of both Government and Non-Government Secondary Schools was taken by the investigator.

## KEYWORDS

Academic Achievement, Parental Involvement, Secondary Schools.

## INTRODUCTION

In today's modern society it has been seen that the emotional balance of adolescents is disturbed. Their emotional stability is getting reduced. Understanding the situation and the ability to adapt them accordingly is not being seen these days. The responsibility goes more to family environment of adolescents for this type of behavior because whatever behavior they show, value they adopt or their view about the future is affected more by the family environment. It has been seen that the adolescents of this computer age are in the stage of mental conflict. The success of efforts to educate children about emotions depends greatly on the students' emotional state. It is difficult to justify an educational system that does not address student's emotions explicitly and intelligently.

According to Marian Wright Edelman, President of Children's Defense fund, "I do not want a new generation of children with high intelligence quotient and low caring quotients with sharp competitive edges and dull cooperative instincts, with highly developed computer skills but poorly developed consciences; with gigantic commitment to the big "I", but little sense of responsibility to the bigger "We". The ability to manage emotions, resolve conflict, and interrupt bias are fundamental skills, skills that can and must be taught. The time has changed and we must face the changes. Families today don't have the luxury of spending as much time together teaching children the lessons of the heart. In our society there is a deep current, a belief that something is not okay with the way we are living. The definition of a well educated person is one who possesses an education of the heart and spirit as well as the mind. How will we ensure that our young people feel so cared for that they would never wish to do harm to ourselves or anyone else? How to nurture our youth so that they have critical implication for generations to come? How family influences the emotional development of adolescents? How the nature of parent-child interaction affects the ways in which adolescents' values and emotional responses or behavior is governed? How general parenting styles and-specific parenting practices shape the values, emotional perceptions and responses of the child?"

## Objectives of the Study

Following are the main objectives of the study -

- To compare the achievement of students studying in secondary schools of District Shamli with respect to gender, study area and types of schools.
- To compare parental involvement of students studying in secondary schools of District Shamli with respect to gender, study area and types of schools.
- To find out relationship between parental involvement and achievement of students studying in secondary schools of District Shamli.

## Hypotheses of the Study

### Following are the main hypotheses of the study –

There will be no significant difference in the achievement of students studying in secondary schools of District Shamli with respect to gender, study area and types of schools.

There will be no significant difference in the parental involvement of students studying in secondary schools of District Shamli with respect to gender, study area and types of schools.

There will be no significant relationship between parental involvement and achievement of students studying in secondary schools of District Shamli.

## Operational Definitions in the term used

**i) Parental involvement** - The definition includes not only biological parents, but step-parents, grandparents, foster parents, guardians, and any other concerned person who may carry the primary responsibility for the child's development, education, and general well-being. The definition will include interaction with the child at home, at school, and other activities such as sports, 4-H or scouts and involvement with the school as learners, advocates for their children, and decision makers in such areas as school policy, hiring, and budget.

### ii) Academic Achievement or Academic Performance

It is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts.

**iii) Secondary schools:** Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. There are very many different types of secondary school, and the language used varies around the world. Children usually go to secondary school between the ages of 11 and 16 years, and end between the ages of 16 and 18 years, although there is considerable variation from country to country.

**Government School:** Schools run by government are known as government schools.

**Non-Government School:** Schools which are recognized by government but managed by private authorities are known as recognized schools.

## RESEARCH METHOD

The normative survey method was used by the investigator to collect the data.

**SAMPLE**

In order to meet the desired objectives of the study a sample of 600 students, 300 boys and 300 girls of the Government and Non-Government Secondary Schools of dist. Shamli was selected by the purposive random sampling techniques.

**Table :Area and Gender-wise Distribution of School and Student Covered for the Study**

Type of School	Gender	Urban		Rural		Total	
		School	Student	School	Student	School	Student
Government	Boys	1	50	1	50	2	100
	Girls	1	50	1	50	2	100
	Total	2	100	2	100	4	200
Non-Government	Boys	2	100	2	100	4	200
	Girls	2	100	2	100	4	200
	Total	4	200	4	200	8	400
Total	Boys	3	150	3	150	6	300
	Girls	3	150	3	150	6	300
	Total	6	300	6	300	12	600

**MEASURES**

- Parent involvement questionnaire (PIQ) by investigator.
- Examination result has been used as academic achievement

**RESULTS**

**Description of achievement of students studying in secondary schools of District Shamli with respect to gender**

**Table 1: Showing Description of achievement of students studying in secondary schools of District Shamli with respect to gender (N = 600)**

Percentage of Marks	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
High (above 75%)	55	18.3	76	25.3	131	21.8
Average (50% to 75%)	195	65.0	175	58.3	370	61.7
Low (below 50%)	50	16.7	49	16.3	99	16.5
Total	300	100.0	300	100.0	600	100.0

**Table 2: Showing Comparison of achievement of students studying in secondary schools of District Shamli with respect to gender (N = 600)**

Achievement	Gender	Number	Mean	SD	t-value
Percentage of Marks	Boys	300	63.72	12.51	0.867
	Girls	300	64.63	13.15	

**Table 3: Showing Description of achievement of students studying in secondary schools of District Shamli with respect to study area (N = 600)**

Percentage of Marks	Urban		Rural		Total	
	Number	Percent	Number	Percent	Number	Percent
High (above 75%)	87	29.0	44	14.7	131	21.8
Average (50% to 75%)	181	60.3	189	63.0	370	61.7
Low (below 50%)	32	10.7	67	22.3	99	16.5
Total	300	100.0	300	100.0	600	100.0

**Table 4: Showing Comparison of achievement of students studying in secondary schools of District Shamli with respect to study area (N = 600)**

Achievement	Area	Number	Mean	SD	t-value
Percentage of Marks	Urban	300	66.20	13.09	3.903**
	Rural	300	62.16	12.26	

**Table 5: Showing Description of achievement of students studying in government and non government secondary schools of District Shamli (N = 600)**

Percentage of Marks	Government		Non-government		Total	
	Number	Percent	Number	Percent	Number	Percent
High (above 75%)	67	33.5	64	16.0	131	21.8
Average (50% to 75%)	110	55.0	260	65.0	370	61.7
Low (below 50%)	23	11.5	76	19.0	99	16.5
Total	200	100.0	400	100.0	600	100.0

**Table 5: Showing Comparison of achievement of students studying in government and non government secondary schools of District Shamli (N = 600)**

Achievement	School	Number	Mean	SD	t-value
Percentage of Marks	Government	200	68.67	12.09	6.255**
	Non-Government	400	61.93	12.62	

**Table 6: showing mean, SD and t- value of parental involvement (Attitude and Behaviours) of Boys and Girls parents (N=248)**

S. no.	Parental involvement Gender		Parents' Gender		Mean	SD	t-value
			N				
1.	Parental involvement at Home	Attitude	Boys	96	7.485	0.896	.373
			Girls	132	7.444	0.883	
		Behavior	Boys	96	3.768	0.545	.412
			Girls	132	3.667	0.531	
2.	Parental involvement at School	Attitude	Boys	96	7.207	1.147	.517
			Girls	132	7.402	1.165	
		Behavior	Boys	96	3.823	0.667	.614
			Girls	132	3.857	0.648	
3.	Parent Desires and Expectations	Attitude	Boys	96	7.387	0.731	.331
			Girls	132	7.501	0.743	
		Behavior	Boys	96	3.839	0.682	1.014
			Girls	132	3.405	0.716	
4.	Parent's Own School experience	Attitude	Boys	96	6.542	1.310	.275
			Girls	132	6.571	1.342	
		Behavior	Boys	96	3.226	0.842	.118
			Girls	132	3.257	0.876	

**Table 7: Showing the coefficients of correlation between parental involvement and achievement of students studying in secondary school of District Shamli**

Parental involvement		Overall achievement
Parental involvement at Home	Pearson Correlation	.424(**)
	Sig. (2-tailed)	.000
	N	848
Parental involvement at School	Pearson Correlation	.357(**)
	Sig. (2-tailed)	.000
	N	848
Parent Desires and Expectations	Pearson Correlation	-.289(**)
	Sig. (2-tailed)	.000
	N	848
Parent's Own School experience	Pearson Correlation	.447(**)
	Sig. (2-tailed)	.000
	N	848
Overall parental involvement	Pearson Correlation	.43(**)
	Sig. (2-tailed)	.000
	N	848

**FINDINGS**

These findings indicate that there exists no significant difference in the achievement of students studying in Secondary schools of Shamli with respect to gender.

This indicates that there exists significant difference in achievement of rural and urban area students studying in Secondary schools of Shamli. The direction of difference in achievement is in favour of urban area students.

This indicates that there exists significant difference in achievement of students studying in government and non government Secondary schools of Shamli. The direction of difference in achievement is in favour of government school students.

Overall parental involvement positively affects the achievement of students studying in Secondary schools of Shamli. Whereas Parent Desires and Expectations negatively affect the achievement of secondary students of Shamli.

**CONCLUSION**

On the basis of above findings we can conclude that parents play an important and crucial role in the academic achievement of students. There is a positive relationship between parental involvement and academic achievement of students.

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