

A Study on the Relationship between Parental Involvement and Academic Achievement of Secondary School Students

RASHMI J.

Department of Studies in Education,
Manasagangotri, University of Mysore, Mysore (Karnataka) India

ABSTRACT

Parents play a major role in making the educational experience of their child positive. Successful parental involvement in children's school activities can be defined as the active, ongoing participation of parents in the education of his or her child. Parents can demonstrate involvement at home-by reading with their children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms and actively tutoring their children at home. Many researches have also shown that parent involvement in their child's education is linked to success. Hence, an attempt is made by the researcher to study the study on the relationship between parental involvement and academic achievement of standard 8 students and to analyze the level of parent involvement in their academic achievement.

Key Words : Parental involvement, Academic achievement, Secondary school students

INTRODUCTION

Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. It refers to the amount of participation a parent has when it comes to schooling and child's life. "Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16). The concept of Parental involvement has its own significance and importance, and it plays a vital role in the achievement of education of their children. Research suggests students whose parents are actively involved in their children's education have higher academic achievement than students whose parents are not actively involved in their children's education. Researches have also shown that parent involvement in their child's education is linked to success (Yan and Lin, 2005). However, parents may face different challenges that could prevent them from being proactively involved with their children's schooling. Regardless of how much parents may want to be

involved, parents may not have the time, energy, or money to be fully involved. This may be for a variety of reasons such as low-income family who is unable to provide extra educational resources, or a single mother who must work fulltime as the head of the household and then does not have the extra time to help her child with school activities. Nevertheless, no matter how challenging it may be for parents, it is necessary for parents to become more involved in order to solve educational problems with their children.

Countless studies have found that kids perform better in school when their parents are involved with their schoolwork. Compared to students whose parents are uninvolved, kids with involved parents get better grades. Parent involvement in school-based activities seems to have the greatest effect on kids' grades, but home-based parent involvement also plays an important role. Involved parents enhance school performance in a number of ways by fostering a mastery orientation toward learning and encouraging self-discipline, a skill that's critical to school success and kids whose parents are involved with

their schoolwork attend school more regularly than kids whose parents are uninvolved and also kids who get help from parents tend to feel more academically competent. Parental involvement improves kids' attitude about school, making school learning more desirable.

Behavior issues often begin to appear during the tween years, especially as kids' cognitive development leads them toward risk taking. Thankfully, parental attention can help to head off many of these behavior issues. In addition, kids behave better and less aggressively in the classroom when their parents are involved with their education.

Parent involvement improves social functioning:

Parent involvement in education also aids kids' social functioning. In particular, kids with involved parents have better peer interactions than kids with uninvolved parents. Their social skills also tend to be more advanced. Notably, advanced social skills, in turn, to lead to better academic outcomes.

Mental health is better with parent involvement:

Kids with involved parents have better mental health than children whose parents do not get involved with their education. Parent involvement in education fosters kids' self-esteem. Children with involved parents also have enhanced skills for regulating emotions and feel negative emotions less often. All in all, when parents choose to become involved with their kid's schoolwork, kids benefit not only in the classroom but far beyond it.

Objectives of the study:

1. To study parental involvement in school activities.
2. To analyze the level of parental involvement of Secondary School students.
3. To study the parental involvement of students with respect to
 1. Boys and Girls.
 2. Kannada and English medium students.
4. To study the relationship between parental involvement and academic achievement of Secondary School students.

Hypotheses of the study:

1. There is no significant difference in the level of parental involvement of secondary school students.
2. There is no significant difference in the level of parental involvement of secondary school students with

respect to

- a. Boys and Girls
- b. Kannada and English medium students
3. There is no significant relationship between parental involvement and academic achievement of Secondary School Students.

Limitations of the study:

This study is limited to students of 8th grade only.

METHODOLOGY

Population and sample:

Government and private school in Mysore South Zone were considered as population.

The sample for the study was selected through random sampling technique, representing both government and private school in Mysore South Zone. A total number of 200 students of which 100 students each from government and private schools were selected.

Tools used:

Parental Involvement questionnaire prepared by the researcher for 8th standard students and their parents.

Demographics:

The questionnaire was prepared for both secondary school students and their parents. The parent participants in the study answered questions about their children whereas the children answered questions about their parent's involvement in their studies. Of the total 130 parents participated 35% had knowledge of English, 55% were good in kannada and remaining 10% were either illiterates or just had the basic knowledge of reading and writing. Among student participants 31% were boys, 69% were girls.

Data was collected using two response alternatives yes or no. of the 200 students participated 124 students were girls and 76 were boys, Parents survey was used to collect data from parents and students of 8th standard students. The survey consisted of questions related to socio-economic status and information related to the child.

RESULTS AND DISCUSSION

Objective 1: To study parental involvement in school activities.

From the Table 1, it can be inferred that 72% of parents are willing to help their children in their day to

day school activities and 65% of parents involve in their child's day to day activity of the school like helping them in assignment work, guiding to complete project work and so on.

Category	N	Agree
Parents willing to help child	65	72%
Parents involving in child's activities	65	65%

Objective 2: To analyze the level of parental involvement of Secondary School Students

From the Table 2, it can be inferred that 15.7% of parents shows high level of involvement, 74.5% of parents involve at an average level and 9.8% of parents of secondary school students shows low parental involvement. Low parental involvement may be due to illiteracy or low socio-economic status of the parents.

Category	Percentage
High	15.7
Average	74.5
Low	9.8

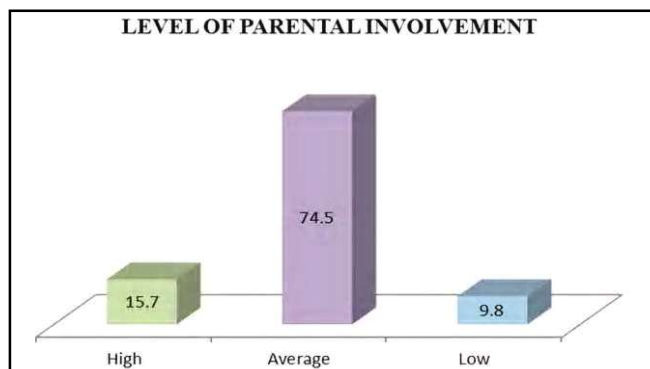


Fig. 1 : Percentage analysis of the level of parental involvement

Objective 3: To study the parental involvement of students with respect to

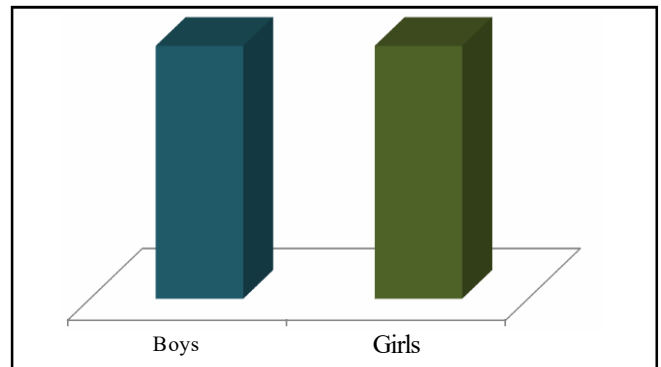


Fig. 2 : Parental involvement among boys and girls

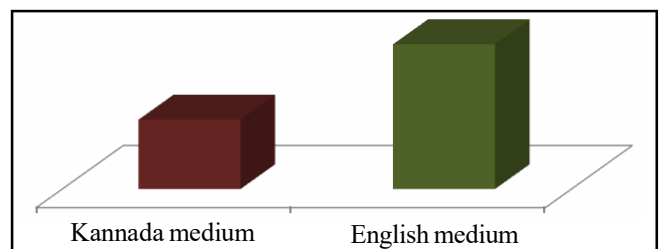


Fig. 3 : Parental involvement among Kannada medium and English medium school students

- a. Boys and Girls
- b. Kannada and English medium students

From Table 3 it can be inferred that for Parental Involvement with respect to Gender the obtained t-value 0.24 is lesser than the tabled t value at 0.05 level. Hence, the null hypothesis is accepted. That is, there is no significant difference between boys and girls when parental involvement is considered. That means irrespective of gender parents give equal importance to their children's academics.

When Parental Involvement with respect to medium of instruction is considered the obtained t-value 2.00 is greater than the table value at 0.05 level. Hence, the null hypothesis is rejected and alternate hypothesis is accepted. That is, there is a significant difference between the parental involvement when medium of instruction is considered. The mean value of parental involvement of students studying in English Medium

	Variable	N	M	SD	df	t	Significance
Parental involvement	Boys	76	38.47	4.49	198	0.24	Not significant at 0.05 level
	Girls	124	38.34	3.17			
Medium of instruction	Kannada medium	100	37.93	4.00	198	2.00	Significant at 0.05 level
	English medium	100	38.94	3.26			

Table 4: Relationship between parental involvement and academic achievement of secondary School students

Variable	N	PI	AA	r value	Result
PI	200	1		1	Significant at 0.01 level
AA	200	0.13	1		

(38.94) is greater than that of Kannada Medium (37.93) students. Hence the parents of students studying in English medium schools involve more in their ward's academics compared to parents of students studying in Kannada Medium.

Objective 4: To study the relationship between parental involvement and academic achievement of secondary School students.

From Table 4 it is found that there is a positive relationship between parental involvement and academic achievement as 'r' is significant at 0.01 level. Hence, the hypothesis is rejected and an alternate hypothesis is accepted. That is, there is a significant correlation between parental involvement and academic achievement of Secondary School students.

Findings of the study:

1. 72% of parents are willing to help their children in their day to day school activities and 65% of parents involve in their child's day to day activity of the school like helping them in assignment work, guiding to complete project work and others.

2. 15.7% of parents shows high level of involvement, 74.5% of parents involve at an average level and 9.8% of parents of secondary school students shows low parental involvement.

3. Irrespective of gender parents give equal importance to their children's academics.

4. Parents of students studying in English medium schools involve more in their ward's academics compared to parents of students studying in Kannada Medium.

5. There is a positive correlation between parental involvement and academic achievement of Secondary School students.

REFERENCES

American Psychological Association. *Parent Engagement in Schools*. Retrieved from apa.org: <https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement/default.aspx>

Buch, M.B (Ed) Fourth survey of Research in Education, New Delhi, NCERT

Buch, M.B (Ed) (1988-92). Fifth survey of Research in Education, New Delhi, NCERT

Child Trends (2013). *Parental involvement in schools*. Available at: <https://www.childtrends.org/?indicators=parental-involvement-in-schools>

Dandapani, S. (2005). *Advanced Educational Psychology*, New Delhi, Anmol Publication Pvt. Ltd.

Garret Henry (1958). *Fundamental Statistics in psychology and education*, Simon, Pvt, Ltd, Bombay.

Green, C.L., Walker, J.M.T., Hoover-Dempsey, K.V. and Sandler, H.M. (2007). Parents' motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. *J. Educ. Psychol.*, **99**(3): 532-544.

Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E. and Pettit, G.S. (2004). Parent Academic Involvement as Related to School Behavior, Achievement, and Aspirations: Demographic Variations Across Adolescence. *Child Development*, **75** (5) :1491-1509.

John W Best-Research in Education, Prentice-Hall of India

Kaul, Lokesh (1984). *Methodology of Educational Research*, Vikas Publication, New Delhi.

LaBahn, J. (1995). Education and parental involvement in secondary schools: Problems, solutions, and effects. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [22-10-2018] from <http://www.edpsycinteractive/files/parinvol.html>

NCERT(2006). Sixth survey of Research in Education, New Delhi,

Sui-Chu, E. and Willms, J. (1996). Effects of Parental Involvement on Eighth-Grade Achievement. *Sociol. Edu.*, **69**(2): 126-141. doi:10.2307/2112802

Websites:

<http://www.readingrockets.org/article/getting-parents-involved-schools>

<https://www.campussuite.com/blog/parent-involvement-school-another>

<https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>
