



Impact of Parental Involvement on Academic Achievement of Secondary School Students

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Abstract: *The present research work was undertaken to study the Impact of Parental Involvement on Academic Achievement of secondary school students. The study was conducted on a sample of 576 students of 9th class selected from rural and urban schools of Bisra Block of Sundargarh district. The Parental Involvement Scale developed by Dr.Vijaya Laxmi Chouhan and Mrs.Gunjan Ganotra Arora was used. The data was analysed by statistical techniques t-test and Karl Pearson's Product Moment Correlation (r). The findings of the study revealed that there is a significant impact of Parental Involvement on Academic Achievement of the secondary school students. Positive correlation was found between Parental Involvement and Academic Achievement of the secondary school students.*

Keywords: *Academic Achievement, Parental Involvement, secondary school students*

1. INTRODUCTION:

Education is basic for the advancement of society. The more instructed the general population of a general public are, the more cultivated and very much taught the general public may be. For the most part, family has duty to mingle kids for making them gainful individuals from society. The more the guardians include during the time spent conferring instruction to their kids, the more the youngsters may exceed expectations in their scholarly vocation and to wind up the profitable and dependable individuals from society.

Educational Achievement is the centre of the whole instructive development. It is viewed as a vital objective of training. Academic Achievement the result of the guideline gave to the youngsters in schools which is dictated by the evaluations, or imprints anchored by the understudies in the examination. It for the most part shows the learning results of student which requires a progression of arranged and sorted out encounters. Academic Achievement is the prime and enduring obligation of a school or some other instructive organization set up by the general public to advance entire educational development and improvement of a tyke. Academic Achievement assumes an extremely noteworthy part in the achievement of the amicable advancement of the kid. The expectation of Academic Achievement has accepted huge significance to its down to earth see. In our general public, Academic Achievement considered as a key paradigm to judge one's aggregate possibilities and limits. It shapes the fundamental premise of confirmation and advancement in a class.

2. LITERATURE REVIEW:

Shumow, Lyutykh, and Scmidt (2011) studied possible predictors of parent involvement with their children's science education during high school. They attempted to identify characteristics that predict parental involvement both at home and at school for both scholarly and practical reasons. They took parental demographic characteristics like parental education, low-income (free and reduced lunch), minority group membership, and immigrant status. Data were collected from 12 science classrooms of a single comprehensive high school with students from a diverse community. Survey method, experience sampling method was used for data collection. Data from school records also collected. Data were collected from students regarding their demographic characteristics like grade, age, gender, and ethnicity; family background; educational background as well as future academic aspirations. Data regarding their science beliefs and learning; homework completion; and parental involvement in science education were also collected. Experience sampling form was responded by students. The time for which the student watches TV or plays video games were controlled and Students were asked to report the extent of their parental involvement at home on a four point scale from



0 = never to 3 = often. It was found that demographic characteristics, such as income, level of education, immigrant status, and race were associated with parental involvement at school but not at home in univariate analyses. There was a gradual increase in parent involvement at school with the increase in parent education level. The immigrant parents as well as non-White parents were found to be involved less at school in comparison to non-immigrant and White groups respectively.

Jeter-Twilley, Legum, and Norten (2007) studied the effect of socio-economic status on parental and community involvement in school. The research question was whether the socio-economic status and race made a difference in parental and community involvement. 10 elementary FARMS Schools (Free and Reduced Meals Statistics) were taken as the sample. 5 Schools with Lowest FARMS (High SES) and 5 Schools with highest FARMS (low SES) were compared. Data collection was made from PTA, professional schools, PTA presidents and school administrators. PTA attendance and membership data were collected and t-test was done. The findings revealed that there was a statistically significant difference in Parental involvement between high SES and low SES schools. The level of significance was $p < 0.01$.

Ho (2006) conducted a study to examine social disparity of family involvement Hong Kong. Data from “Programme for international student assessment” (PISA) database developed by the organization for economic cooperation and development (OECD) was used. A total of 4405 students of 15 years age from 140 secondary schools of Hong Kong were selected through stratified sampling method. The study identified four types of family involvement: cultural communication, social communication, me supervision, and cultural activities. The study assumed socio-economic status, ethnicity, family structure, and family resources & networking as major family factors relating to family involvement. The family resources and family network was determined on the basis of, 1. Family wealth: for providing the child a separate study room, computer and internet, TV for study, 2. Home educational resources: for providing the child text books, reference books, a quiet place for study etc., 3. Cultural consisted of peer net, class net and school net. Descriptive analysis was used to examine extent of family involvement and multi-level analysis to investigate the effects of family factors on different types of involvement. Variation within schools and between schools was also determined. The study revealed that working-class, immigrant, and single-parent families tend to have lower levels of parental involvement. In Multi-level regression modeling, the effect of these structural factors decreased when family resources, family network, and family norms were allowed to enter into the model. It also observed that social inequality in family involvement was mediated by the deprivation of useful resources like lack of network and low educational aspiration of disadvantaged families. The results also revealed that it was not only cooperation between home and school, but also connection between parents and their children’s peers that provides the necessary base for success. It was suggested that educators, parents, and policymakers should be aware that family networking should be extended to include the peers of the teenagers if they wanted to enhance family involvement in education.

2. Objectives.

1. To find out the impact of parental involvement on academic achievement of secondary school students with respect to Gender and Educational status of the parents.
2. To find out the relationship between Parental Involvement and Academic Achievement of secondary school students.

3. Hypotheses

- There is no significant impact of parental involvement on the academic achievement of secondary school students in relation to their gender.
- There is no significant impact of parental involvement on the academic achievement of secondary school students in relation to the educational status of the parents.
- There is no relationship between parental involvement and academic achievement of secondary school students.

4. METHOD: Mean, Standard Deviation, ‘t’- test and Karl Pearson’s product moment correlation were used.

Materials:

The Parental Involvement Scale developed by Dr.Vijaya Laxmi Chouhan and Mrs.Gunjan Ganotra Arora was used. It contains 25 items and the scale was standardized for the adolescents aged 13-18.



Sample

A sample is a small proportion of a population selected for observation and analysis. This makes it possible to draw generalization by studying a small proportion of the population. For the present study the researcher had taken up a stratified random sample of 576 secondary school students were selected.

5. ANALYSIS:

Hypothesis-1: There is no significant impact of parental involvement on academic achievement of the secondary school students in relation to their Gender.

Table 1: Significance of difference between the Mean Academic Achievement scores with High and Low levels of Parental Involvement in relation to their Gender (N=576)

Gender	Parental Involvement	N	Mean	S. D	“t” Value
Male	Low	109	304.073	39.439	14.706
	High	65	387.000	33.754	@
Female	Low	91	302.956	29.952	13.243
	High	77	376.507	40.206	@

Note: @ Significant at 0.05 level

Table-1 shows the mean Academic Achievement Scores of male and female students in low and high levels of parental involvement. The mean scores of the boys at low and high levels were 304.073 and 387.000 with the S.D values of 39.439 and 33.754 respectively. The difference between these two values was 82.927. The “t” value (14.706) was significant at both levels of significance. It shows that there was significant difference in the academic achievement between low and high levels among the boys.

The mean academic achievement scores of the low and high levels of parental involvement among the girls were 302.956 and 376.507 with the S.D values of 29.952 and 40.206 respectively. There was a significant difference between the mean Achievement Scores on low level and high levels (73.551). The “t” value (13.243) was significant at 0.01 and 0.05 levels. It shows that there were significant gender differences between the academic achievement levels of low and high levels of parental involvement. The mean academic achievement scores of boys and girls were compared. The mean scores of boys and girls in low levels of parental involvement were 304. 073 and 302.956 and in the high levels their mean scores were 387.000 and 376.507 respectively. The mean scores of the boys sample were higher in low and high levels of parental involvement when compared to the girls. This shows that there was a significant difference between the academic achievement of boys and girls. Hence, the null hypothesis, “There is no significant impact of parental involvement on the academic achievement of the secondary school students in relation to their Gender” was rejected.

Hypothesis-2: There is no significant impact of parental involvement on academic achievement of the secondary school students in relation to the Educational status of the Parents.

Table 2: Significance of difference between the Mean Academic Achievement scores with High and Low levels of Parental Involvement in relation to their Educational Status of the Parents (N=576) .

Educational status of the Parents	Parental Involvement	N	Mean	S. D	“t” Value
Literate	Low	129	317.718	39.215	11.447 @
	High	114	368.281	29.421	
Illiterate	Low	66	281.323	38.424	12.59 @
	High	59	353.524	32.678	

Note: @ Significant at 0.05 level

Table-2 shows the Mean Academic Achievement scores of the students with literate and illiterate parents. The mean Scores of the sample with the literate parents in low and high levels of parental involvement were 317.718 and 368.281 with the S.D values of 39.215 and 29.421 respectively. The difference between these two mean values (50.563) was significant. The mean academic achievement was very high among the students with high levels of parental involvement. The “t” value calculated (11.447) was significant at 0.05 levels of significance. It shows that there was a significant difference in



the academic achievement between the low and high levels among the students with literate parents. The mean academic achievement scores of the low and high levels of parental involvement among the sample with illiterate parents were 281.323 and 353.524 with the S. D values 38.424 and 32.678 of respectively. The difference between these two values (72.201) was very high. The “t” value (12.59) was a significant at 0.01 and 0.05 levels of significance. This shows that there was significant difference between the mean achievement scores on low level and high levels of the students with illiterate parents.

The mean academic achievement of the sample with literate and illiterate parents was compared at both low and high levels. The academic achievement scores of the students with low levels of parental involvement with literate and illiterate parents were 317.718 and 281.323 and in the high levels their scores were 368.281 and 353.524 respectively. This shows that the mean achievement of the children with literate parents was high at both levels and very low among the students with illiterate parents at both levels .

Hypothesis-3: There is no significant relationship between Parental Involvement and Academic Achievement of Secondary School Students .

Table 3: Significance of correlation between the Mean Academic Achievement Scores in relation to Parental Involvement .

Variable	N	Correlation	Significance Level
Parental Involvement	576	0.567	0.05
Academic Achievement	576		

According to Mimrot (2016) the cooperation of the parents is the key to academic integrity of the children. Hence, it was aimed to know whether there is the significant relationship between the involvement of the children and the academic success. The size of the total sample was 576 secondary school students including male (288) and female students (288). The coefficient of correlation between these variables was 0.567. It was significant at 0.05 levels of significance. It indicates that there was significant and positive correlation. Hence, the hypothesis, “There is no significant relationship between parental involvement and academic achievement among the secondary school students” is rejected.

6. FINDINGS:

- The mean academic achievement scores of the male students at low (304.073) and high (387) levels were more than that of the female students at low (302.956) and high (376.507) levels of parental involvement.
- The mean academic achievement scores of the students with literate parents at low (317.718) and high (368.281) levels were higher than that of the students with illiterate parents at low (281.323) and high (353.524) levels.
- There was significant and positive correlation between the academic achievement and the parental involvement among the sample since the ‘r’ value was 0.567 .

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