

## 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 9<sup>th</sup> class selected from rural and urban schools of Guntur District in Andhra Pradesh. 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:** parental involvement, academic achievement, secondary school students

### Introduction

Parenting is the most important invention of mankind in every new realm that aims at human good. It is more important than his invention of tools, machines, spacecraft, medicine, weapons and even of language, because language is the product of his education. Parenting can be one of the most enjoyable, rewarding and challenging role of our lives. Parents are interested in knowing more about their child's development. Recent surveys indicate that parents want information and guidance about their child's development. However, studies sponsored by the American academy of pediatrics show that about 65% of pediatricians feel inadequately trained in assessing children's developmental status.

Parents' role is quintessential in bringing up the children apart from the classroom instruction given by the teachers. Physically, mentally and academically the age group of 14-16 years is of utmost significance in a teenager's life. This is the stage where in the physical and mental growth as well as development take course significant levels which shows profound impacts on an individual either boy/ girl molding the adolescent vigor and vitality towards specific aims must begin and be enhanced to effective levels by various influences viz., parents, teachers, mental and artificial surroundings, friends etc., of all these parents possesses unparalleled and stupendous role in this regard.

According to Smith (2011) <sup>[6]</sup> "parental involvement is the commitment from the parents to actively participate in, both, the school and their children's education". The involvement of the parents is to help their children to strengthen their academic and non-academic abilities. A common definition of parental involvement is difficult as the role of the parent is crucial in all aspects of the children (Fan, 2001) <sup>[1]</sup>. The role of parents is not limited to particular aspect. Regular contact of the parents with the school activities help to increase the

regular attendance and academic achievement levels of the children.

Smith (2011) <sup>[6]</sup> examined the aspects of parental involvement that lead to student academic achievement. 1773 students were identified to fit in to this study. Three sets of interview questions were designed for parents, teachers and administrators. Quantitative data for students' success was collected from the concerned departments. The major outcomes of the study were that there was strong correlation between the parental involvement and the academic success of the students. It was suggested that there should be a district-wide or the school- wide resource centre providing resource information for parents as well as the students. Parents should be given training on their value at the school and the benefit of their involvement for their children.

### Review of related studies

Jain and Parmar (2012) observed the effect of Parental counselling to be significant in reducing the levels of insecurity among the adolescents and also influencing the children in their academic success. The researchers took 120 sample on random from secondary schools who were in the age group of 13 to 17 years. Parents were explained the ways to motivate and counsel their children. The insecurity levels were observed after giving counselling to their children. Emotional bondage and intimacy between children and parents in the form of counselling helped them to develop their confidential and achievement levels.

Kaur (2013) <sup>[2]</sup> studied the impact of parental involvement and the academic achievement of the students and the differences between the educational standards of rural and urban areas. A representative sample of 180 rural students of higher secondary class was selected randomly from Moga District of Punjab. Parental involvement was high among the high achievers and low among the low achievers.

Mante, Awereh and Kumea (2014) studied the involvement of parents in the academic performance of the students. The research focused on 26 students comprising 11 boys and 15 girls. The instruments used to collect data for this research work were Questionnaire, Interview, Teacher Observation and Surveys. The investigators concluded that the involvement of parents has positive impact on the academic activities.

Martinez (2015)<sup>[5]</sup> conducted a research on the involvement of the parents and the academic success of their children. The main purpose of this study was to determine whether there is significant impact of family involvement on academic success of the students. It is concluded that there is significant and positive impact of parental involvement on the academic success of the students.

Verma and Raina (2016)<sup>[7]</sup> conducted a research on the quality of parental relationships enjoyed by the students of public schools of Shimla. They took a sample of 100 adolescent students. Among them 50 were boys and 50 were girls in the age group of 14-16 years. They found that the boys have significantly perceived that their fathers to be more objectively rewarding than the girl children. Boys reported that their father and mother were indifferent towards their studies.

Yaseen, Zaman and Rasheed (2017) examined the parental involvement in relation to the academic achievement of the children in Karachi. The factors included in the study were communication, decision making, friendly behaviour, qualification, solving children problems, helping the children in school etc. There is significant relationship between the communication of parents and the response of children in schools. And it was suggested that the elaborated campaigns must be arranged to the parents in the academic affairs of their children regularly.

### 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.

### Hypotheses

1. There is no significant impact of parental involvement on the academic achievement of secondary school students in relation to their gender.
2. 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.
3. There is no relationship between parental involvement and academic achievement of secondary school students.

### Delimitations

1. The study is confined to Guntur district only.
2. The study was restricted to 9<sup>th</sup> class students only.
3. The study is limited to the variables Gender and Educational status of the Parents only.

### 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.

### Tools used

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.

### Statistical Techniques used

Mean, Standard Deviation, 't'- test and Karl Pearson's product moment correlation were used.

### Data Analysis and Discussion

**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.

Physical facilities play an important role in contributing the achievement levels of the students. Poverty, illiteracy and

ignoring the importance of education are also some of the reasons for the poor achievement of the girls (Khan, 2014). It can be seen in graphic representation in figure-1.

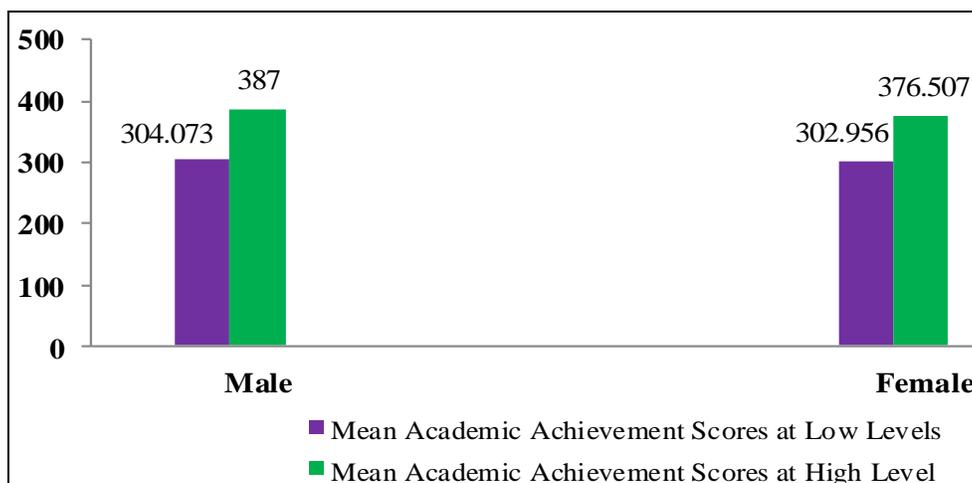


Fig 1: Mean Academic Achievement Scores in relation to their Gender

**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 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.

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)

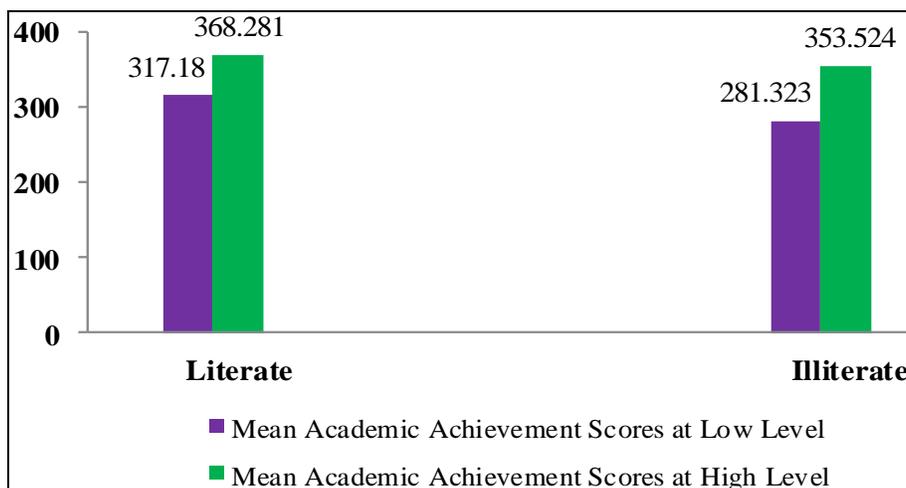
Educational status of the Parents	Parental Involvement	N	Mean	S. D	“t” Value
Literate	Low	129	317.718	39.215	11.447 @
	High	114	368.281	29.421	
Illiterate	Low	66	281.323	38.424	12.59 @
	High	59	353.524	32.678	

Note: @ Significant at 0.05 level

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. Hence, the null hypothesis, “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” was rejected. This can be seen in graphic representation in figure-2.



**Fig 2:** Mean Academic Achievement Scores in relation to the Educational status of the Parents

The previous research results show that there was a positive relationship between the Academic achievement and the involvement of the parents. According to Fan and Chen (2001) [1] children are more likely apply to themselves and perform better in schools when their parents show an interest in their education.

**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) [4] 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.

**Findings**

1. 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.
2. 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.
3. 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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