



Parents involvements in education among government and private higher secondary school students of Doda district in Jammu and Kashmir

Kulvinder Singh¹, Dr. PK Naik²

¹ Research Scholar (M.Phil), Department of Education, Dr. C.V. Raman University, Bilaspur, Chhattisgarh, India

² Dean & H.O.D, Dr. C.V. Raman University, Bilaspur, Chhattisgarh, India

Abstract

Parental involvement was defined as parental discourse with students about postsecondary studies and preparation as well as parental assistance with schoolwork. The dimension of parental involvement that was assessed was home-based involvement. Home-based involvement included direct parental contact with the child at home in the form of frequency of parent-child discussions about post high school plans. Therefore parental guidance and help in choosing course for future and formation of character based education in essential. This is why researcher would like to study the valuable contribution made by the parents in the growth and development of Government and Private students in Doda District in Jammu and Kashmir.

Keywords: parental involvement, government, private, Doda district

1. Introduction

Each family is an organized unit and it is within the organized system of family relationships that the child learns his first lessons in social living. It is within the family that the child learns his first set of social roles and in doing so takes a major slip in the process of socialization. He learns what is expected of him as a child, how he should relate to other people, older or younger. He learns, in short, how to fit into a system than the family takes on primary importance as a socializing agency. The child will carry importance as so with him into the school situation, a set of roles, behaviour and a self-concept that is the result of his family training.

The home serves admirably as an environment for individualized education, specifically oriented to the interests and needs of the child. The child does not wait for its due amongst forty to seventy children to obtain an experience. Every discovery of the child while with parents should desirably be converted into a learning experience and integrated into its conceptual map.

The home and family outings are virtually treasure troves for such opportunities. Parental time spent on brain storming sessions with children after dinner could not only be of considerable entertainment value but provide invaluable inputs go creative thinking. Parents without being entirely aware that they are fulfilling the very important role of counselor or guide to their children, most often do an excellent job. This is because they are readily available for guidance. Most schools today prefer children with educated parents to help them with their home work and other unfinished study.

The role of parental involvement in children's education has become a central issue in educational policy and research. Fueled by concerns of how to improve student achievement and reduce educational inequities, parental involvement and family-school partnerships are considered among the most successful educational strategies. Research findings support

the existence of a positive relationship between parental involvement and educational success, especially in the elementary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope. Most of the existing research has investigated parental involvement in the primary and middle grades. Less is known about successful parental involvement in high school.

2. Parent Involvement

Parent involvement in a child's education is consistently found to be associated with a child's academic performance. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. Parent involvement is therefore an important construct to examine, given the importance of a child's early academic success.

While parent involvement in general has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood. Understanding these mechanisms is important, as it would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance.

3. Significance of the Study

The significance of the theoretical perspective of overlapping spheres of influence lies not only in the identification of different types of parental involvement, but also in the recognition that parents' involvement in children's education and family-school connections are not static. Rather, differences in any of the three overlapping spheres of

influence can influence which types of involvement parents are engaged in. Parental involvement may, therefore, vary by factors such as students' grade level, socioeconomic and race/ethnic background, family relationships and experiences, and school policies. This perspective points to the importance of expanding existing knowledge of how family involvement can affect student progress at different levels of education and of how educational institutions can promote family practices that increase students' further educational opportunities. The above framework was developed in investigations of parental involvement at the elementary and higher secondary school levels. Research that uses this general conceptualization and the specific typology to examine parental influences during high school are limited. The researcher will be accepted the problem and solution before parental involvement of student in study work.

Parental involvement was defined as parental discourse with students about postsecondary studies and preparation as well as parental assistance with schoolwork. The dimension of parental involvement that was assessed was home-based involvement. Home-based involvement included direct parental contact with the child at home in the form of frequency of parent-child discussions about post high school plans. Therefore parental guidance and help in choosing course for future and formation of character based education in essential. This is why researcher would like to study the valuable contribution made by the parents in the growth and development of students in Doda District in Jammu and Kashmir.

4. Statement of the Problem

A problem statement is usually one or two sentences to explain the problem your process improvement project will address. In general, a problem statement will outline the negative points of the current situation and explain why this matters. It also serves as a great communication tool, helping to get buyin and support from others.

One of the most important goals of any problem statement is to define the problem being addressed in a way that's clear and precise. Its aim is focus the process improvement team's activities and steer the scope of the project. This study for choose topic are:-

“Parents Involvements in Education among Government and Private Higher Secondary School Students of Doda District in Jammu and Kashmir”

5. Definition of the Term Used

- **Parental Involvement:** Parental involvement is one of the most important deciding factors in a child's education and suggests the earlier a parent can intercede with his child's education, the more successful his child will ultimately be. Helping your child with homework is just the beginning. Taking her to a museum on the weekends, completing science projects together and staying on top of her grades and progress will keep you aware and supportive of your child's education.
- **Government Schools:** Government Schools would mean those schools which are owned and managed by the government Agency Organization under the affiliation and being recognized by the boards of state Education

department or central Board of secondary Education in which students study and their parents help out in educating them.

- **Private Schools:** Private schools would mean those schools which are owned and managed by the private organization/ agency under the affiliation and being recognized by the boards of state education department or central boards of sender education in which students and their parents help out in educating them.
- **Higher Secondary School Students:** Higher Secondary School students would mean those students who are studying either in government or private Agency/organization being owned and managed under the and have been recognized by the state board of education or central Board of secondary education in which the students of class 12th study.

6. Objective of the Study

1. To study the parental involvement in Education among the Government and Private school students.
2. To study the parental involvement in education among the Government boys and Private boys of higher secondary school students.
3. To study the parental involvement in education among Government girls and Private girls in the higher secondary school students.
4. To study the parental involvement in education among Government Girls and Private Boys in the higher secondary school students.
5. To study the parental involvement in education among Government Boys and Private Girls in the higher secondary school students.

7. Hypothesis of the Study

Ho1: There is no significance difference between the parental involvement in education among the Government and private higher secondary school students.

Ho2: There is no significance difference between the parental involvement in education among the Government boys and private boys higher secondary school students.

Ho3: There is no significance difference between the parental involvement in education among the Government Girls and private Girls higher secondary school students.

Ho4: There is no significance difference between the parental involvement in education among the Government Girls and private Boys higher secondary school students.

Ho5: There is no significance difference between the parental involvement in education among the Government Boys and private Girls higher secondary school students.

8. Delimitations

The present study will be undertaken in order to study the effect of parental involvement of higher secondary school students.

1. The research will be delimited for Doda district in Jammu & Kashmir only.
2. The research will be delimited Government and Private Higher Secondary students of Doda District in Jammu & Kashmir.
3. The research will be delimited Student of class 12th of age

group 16-18.

8. Population

The term 'Population' or universe conveys a different meaning than a traditional one. In census survey, the count of individuals is known as population. But in research methodology population means the characteristics of a specific group. A population refers to any collection of specific group of human being or of non-human entities such as objects educational institutions, time, units, geographical, areas, some statisticians call it universe.

1. The population of the research study has been taken from Doda District (J & K).
2. The population of the research study has been taken from local higher secondary School Students.

9. Sampling

After defining population and listing all the units, a researcher selects a sample of units from sampling frame. The process of such a selection is called sampling. In order to serve a useful purpose, Sampling should be unbiased. A good sampling must be as nearly representative of entire population as possible and ideally it must provide the whole of the information about the population from which sample has been drawn.

For the purpose of present study 120 students of Higher Secondary School Doda District in Jammu & Kashmir will be selected in following diagram:

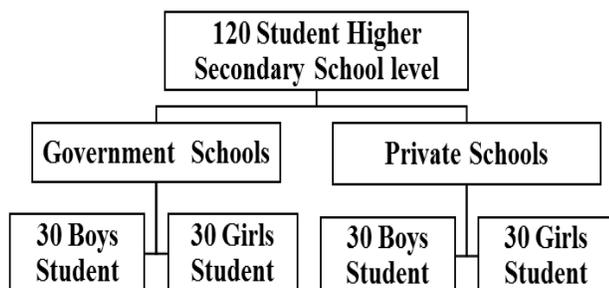


Fig 1: In this study used sample school Name following

10. Research Variable

A concept which can take on different quantitative values is called a variable. As such the concepts like weight, height, income are all examples of variables.

- Independent Variable-Parental Involvement
- Dependent Variable-Higher Secondary Schools of Students
- Inter Dependent Variables-Private and Govt. Schools

11. Tools Used

Research tools are administrated on the sample subjects for collecting evidence or data. It should provide objective data for interpretation of result achieved in the study. The data may be obtained by administering questionnaires, testing, personal observation, and interviews and may other techniques of collecting qualitative and quantities evidences.

Following tools is used for present study. "Parents Involvements in Education among Government and Private Higher Secondary School Students of Doda District in Jammu and Kashmir."

Name of the tool: The Parents Involvement Scale (TPIS)

Name of Developer: Dr. Vijay Laxmi Chouhan (Udaipur)

Mrs. Gunjan Ganotra Arora (Ahmedabad)

12. Statistical Methods

It presents research work Researcher used following statistic because all sample is large according to hypothesis.

- i. Mean
- ii. SD
- iii. SED
- iv. t-Test
- v. DF

13. Main Findings of Hypothesis

Ho₁ There is no significance difference between the parental involvement in education among the Government and private higher secondary school students.

Finding: Hence, it has been found that there is a significance difference between the parental involvement in education among the Government and private higher secondary school students. Hence our hypothesis is rejected. It is because parents of private schools are well conversant about the prospects of their Childs education and accordingly, they care them as per they need as compared to the parents of Government schools.

Ho₂ There is no significance difference between the parental involvement in education among the Government boys and private boys higher secondary school students.

Finding: Hence, it has been found that there is no significance difference between the parental involvement in education among the Government boys and private boy's of higher secondary school students. Hence our hypothesis is accepted. It is because both are having the same family background and parents appreciates and care both the Government and Private school student equally in every field of life.

Ho₃ There is no significance difference between the parental involvement in education among the Government Girls and private Girls higher secondary school students.

Finding: Hence, it has been found that there is no significance difference between the parental involvement in education among the Government Girls and private Girls of higher secondary school students. Hence our hypothesis is accepted. It is because both are having the same family background and parents appreciate and care both the Government and Private school Girls student equally in every field of life.

Ho₄ There is no significance difference between the parental involvement in education among the Government Girls and private Boys higher secondary school students.

Finding: Hence, it has been found that there is no significance difference between the parental involvement in education among the Government Girls and Private Boys of higher secondary school students. Hence our hypothesis is rejected. It is because parents of Private schools Girls and Government schools Boys are well conversant about the prospects of their Childs education.

Ho₅ There is no significance difference between the parental involvement in education among the Government Boys and private Girls higher secondary school students.

Finding: Hence, it has been found that there is no significance difference between the parental involvement in education among the Government Boys and private Girls higher secondary school students. Hence our hypothesis is accepted. It is because parents of private schools boys are well conversant about the prospects of their Childs education and accordingly, they care them as per they need as compared to the parents of Government schools Girls.

14. Recommendations

Our investigation focused on eight dimensions of this construct: parental aspiration for students' postsecondary education, parents' participation in school functions, family rules reflecting parental home supervision, parental advising, parental participation in extracurricular activities, parent-school communication concerning students' school problems, school-initiated contact with parents and parent-initiated contact with schools on benign school issues. In order to explain the unexpected negative relationships found between school-parent communication and student academic outcomes, we separated parent-school communications concerning students' school problems from parent-school communications regarding benign school-related issues. We also examined separately school-and parent-initiated contacts regarding other benign school-related issues in order to differentiate their effects in response to researchers' suggestions. Moreover, we sought to examine the less-studied dimensions of parental involvement, such as parental advising capturing parent-student communication and parents' participation in extracurricular activities, which we believe contribute to the development of parent-child relationship through which student academic and cognitive outcomes can be affected.

15. Conclusion

The role of parental involvement in children's education has become a central issue in educational policy and research. Fueled by concerns of how to improve student achievement and reduce educational inequities, parental involvement and family-school partnerships are considered among the most successful educational strategies. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the elementary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope. It is because parents of private schools are well conversant about the prospects of their Childs education and accordingly, they care them as per they need as compared to the parents of Government schools.

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