

Study of the Impact of Parental Involvement on the Academic Achievement of Secondary Level Students

Seema Mallick

Department of Teacher Education, Sam Higginbottom University of Agriculture, Technology and Sciences, Allahabad, Uttar Pradesh, India

Neelam Singh

Researcher (Education), Department of Teacher Education, Sam Higginbottom University of Agriculture, Technology and Sciences, Allahabad, Uttar Pradesh, India



ABSTRACT

The studies presented are studies of the impact of the parental involvement on the academic achievement of secondary level students. In this study, a comparative study of the academic achievement of students with high, middle and low parental involvement has been done. In the presented study, the survey method has been used under descriptive research. As a population, students studying in secondary schools located in the urban area of Prayagraj district have been considered as the population. Secondary schools have been selected through objective method, after that 100 students and 100 girls studying in it, ie 200 students in total have been selected by stratified random method. The 'Parental involvement Schedule' created by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganota Arora as a tool and the marks obtained in the class 10 examination of the students were kept as educational achievement. The variance method (ANOVA) and t-ratio statistical method have been used for data analysis. The findings of the presented study found that the academic achievement of secondary level students has an impact on the parental involvement ie students with high, middle and low parental involvement have different academic achievement.

Keywords : Parental involvement, Academic Achievement, Secondary Level Students

I. INTRODUCTION

Family is a sacred and useful institution in which the basis of all round progress of human being is the spirit of cooperation, help and reciprocity. This feeling is the power on the basis of which man progresses from the wild to the present and has reached today's civilized condition. The spirit of cooperation has been the root cause of the progress of mankind. The co-operative power of unity, sociality, friendship etc. has brought human civilization to a higher level today.

Along with the personal behavior of parents, the parental involvement also plays an important role in the creation of children and members. The children and other members of that family cannot understand the value of mutual support in the houses where there is fight and fight and struggle. Selfishness and discord will become prominent among them.

Man should also move towards self-welfare through family. Socialism, citizenship and above all, awaken the welfare of world humanity. He could become used to renunciation, sympathy, harmony and intimacy for others like him. By removing the

narrowness of man, there should be a comprehensive development of his soul, this is the highway to self-welfare, human being can understand the sorrow and pain of other, sympathize with him, be ready to serve and help him, this self-progress are symptoms of.

All-round development of human beings is possible only from family life. Family is such a place for a person to be free to express all their feelings and desires. A civilized society cannot be imagined without a family. Each member of the family lives cooperatively, discharging his duties towards each other. Family members are related to each other emotionally as well as being blood related.

Prior studies have shown that the parental involvement has a positive effect on educational achievement as related to and significant influence of parents' educational qualifications, economic status, occupation, and home location on the performance of secondary school students in agricultural science. Found (Igunshola, 2014) on the achievement of students in English language parents' financial status Temperament effect was found (Og Vimudia M. I. and Ayesha, M. V. 2013). Parents who are illiterate are unable to follow the educational activities of their children (Singh, Amarveer and Singh Jaipal 2014). A positive correlation was found in the home environment and academic achievement of upper secondary level students (Kakkar, Nidhi 2016). A meaningful correlation between home environment and academic achievement of upper secondary level students was found (Omran, Nimmi Maria 2015). Significant correlation between educational achievement and home environment of 11th grade students was found (Deshwal, V.S., Rekharani & Ahlawat Savita 2014). Significant correlation was found in different categories of students' home environment and their achievement in mathematics (Singh, Parminder 2016). When students come home from school, their academic achievement is affected by parents not taking care of their educational work (Oveta, Anthony O. 2014). Significant influence of

family size and type was found on students' academic performance.

Study Title-

"Study of the impact of parental involvement on the academic achievement of secondary level students."

Objectives of the study-

The following objectives have been studied in the presented study-

- 1- To study the effect of parental involvement on the academic achievement of secondary level students.
- 2- Comparative study of academic achievement of students with high, medium and low parental involvement.

Hypotheses

The following hypotheses have been tested in the presented study-

- 1- The parental involvement has no meaningful impact on the educational achievement of secondary level students.
- 2- There is no significant difference in the academic achievement of students with high, middle and low parental involvement. Research Techniques

II. METHODOLOGY

In the presented study, the survey method has been used under descriptive research. As a population, students studying in secondary schools located in the urban area of Prayagraj district have been considered as the population. Secondary schools have been selected through objective method, after that 100 students and 100 girls studying in it, ie 200 students in total have been selected by stratified random method. Parental Involvement Scale developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganota Arora was used to measure the parental involvement of higher secondary school students. The marks obtained in the class 10 examination of the students have been kept as academic achievement. The variance method (ANOVA) and t-ratio statistical method have been used for data analysis.

Analysis and interpretation of data

1- **To Comparative study of academic achievement of students with high, medium and low parental involvement.**

It was hypothesized that students having low, moderate and high parental involvement do not differ from one another on academic achievement. Statistical technique ANOVA was used for comparing the academic achievement among students having low, moderate and high parental involvement. Result has been shown in Table No. 1.

Table 1. Summary of results of ANOVA showing differences in academic achievement of students with low, moderate and high levels of parental involvement

Sources	df	Sum of squares	mean square	F-ratio
between the groups	2	20948.18	10474.09	4.68*
within the groups	197	443203.17	2238.40	
Total	199	464151.4	12712.49	

* Significant at .05 level

Table 4.1 shows that the sum of squares and mean squares for between groups are respectively 20948.18 and 443203.17 and those are respectively 10474.09 and 2238.40 for within groups. F-value (=4.68) is significant at 0.05 level of significance. Therefore the null hypothesis "Male and female students with high, moderate and low level of academic achievement do

not differ from one another on parental involvement" can be rejected. It means that students having low, moderate and high parental involvement are not equal on academic achievement. It means those three groups are differ from one another on academic achievement.

Table 1.1. Test showing differences in academic achievement of students with high, moderate and low levels of parental involvement

S.No.		N	Mean	σD	D	t-value	Significant
1-	High	52	312.98	8.16	9.09	1.11	Not Significant
	Moderate	95	303.89				
2-	High	52	312.98	9.23	27.47	2.97	Significant
	Low	53	285.51				
3-	Moderate	95	303.89	8.11	18.39	2.27	Significant
	Low	53	285.51				

Table 1.1 shows that mean of academic achievement scores for students having low, moderate and low

parental involvement are 312.98, 303.89 and 285.51 respectively. There are three pairs that are compared

by t-ratio. The calculate t-ratio is 1.11 for high and moderate parental involvement groups. Whether it is 2.97 for high and low parental involvement groups and it is 2.27 for moderate and low parental involvement groups of students. Above two values of t-ratio is significant on 0.05 level. Therefore it can say that academic achievement of students having high and moderate parental involvement is not equal academic achievement. On the other hand academic achievement of students having high parental involvement is better than of low parental involvement and students having moderate parental involvement shown better academic achievement must than those of low parental involvement. On the basis of above result it can say that students having high and moderate parental involvement are better than those of low parental involvement on academic achievement.

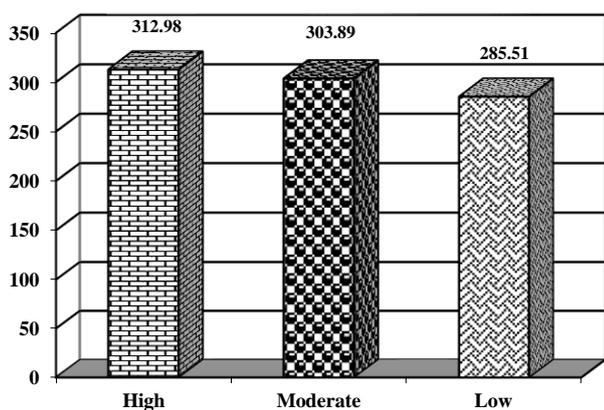


Figure 1. Showing mean of academic achievement of male and female students with high, moderate and low levels of parental involvement

III. RESULT

The findings of the presented study found that the academic achievement of secondary level students has an impact on the parental involvement ie students with high, middle and low parental involvement have different academic achievement.

Therefore, it can be said on the basis of the conclusion that parents should have a sense of freedom and independence with their children and should not stop

the self-disclosure of adolescent boys and girls as well as listen to them and Their things should be noticed so that they can feel free to say their things with parents, so that their personality development and emotional intelligence is effective Can not be done. Provide greater encouragement to parents for creative activities with children to develop the inner personality of the students and to develop transformative characteristics in modesty related to social sensitivity and human consciousness.

IV. REFERENCES

- [1]. Igunshola, A.O.E. (2014). Influence of Home Environment on Academic Performance of Secondary School Students in Agricultural Science in Adamawa State Nigeria, IIMR Journal of Research and Method in Education (IOMR-JRME), 4 (4), pp. 46-53
- [2]. Kakkar, Nidhi (2016). A Study of Academic Achievement in Relation to Home Environment of Secondary School Students, Schoolerly Research Journal for Humanity, Science and English Language, 3 (15), pp. 3247-3253
- [3]. Ogvimudia, M.I. & Ayesha, M.B. (2013). Influence of Home Environment of the Academic Performance of Primary Five Peoples in English Language in Orihionayan Local Government Area of Ido State, Department of Early Child and Educational Education, University of Uwo Akwa Evom State, Merit Research Journal Review, Volume-1 Education (5) pp. 120-125
- [4]. Omran, Nimmi Maria (2015). Home Environment and Academic Achievement of Students at Higher Secondary Level, International Journal of Current Research, 7 (07), pp. 18745-18747
- [5]. Deshwal, Y. S.; Rekharani & Ahlawat, Savita (2014). Impact of Home Environment on Academic Achievement of Adolescent Students in Relation to Their Local and Type

of School, Indian International Journal of Education and Research, 1 (3), pp. 42-49

- [6]. Singh, Parminder (2016). Study of Academic Achievement in Relation with Study Habits and Home Environment, International Journal of Innovative Science, Engineering & Technology, 3 (1), pp. 107-118