



A Study Of Academic Achievement Of Secondary School Students In Relation To Their Parental Involvement

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ABSTRACT

Academic achievement is a critical indicator of student success and is influenced by various factors, including parental involvement. This study aims to examine the relationship between parental involvement and the academic achievement of secondary school students. The research explores different dimensions of parental involvement, such as parental support, supervision, communication, and engagement in school activities, and their impact on students' performance. A mixed-method approach, combining quantitative and qualitative data, was used to analyze the correlation between parental involvement and academic success. The findings suggest that students with higher parental engagement tend to perform better academically compared to those with minimal parental involvement. The study also highlights the role of socioeconomic status, educational background, and parental attitudes towards education in shaping student outcomes. The research emphasizes the importance of fostering strong parent-school partnerships to enhance student learning experiences. Recommendations are provided for educators, parents, and policymakers to develop strategies that promote active parental participation in secondary education.

Keywords: Academic Achievement, Secondary School Students, Parental Involvement, Student Performance, Education

INTRODUCTION

The importance of parental involvement in the academic achievement of student and development of attitude towards science cannot be denied. There are three major areas that are important for parent-child relationship i.e. Connection, Monitoring and Psychological autonomy. At first, there should be a connection between a teenager and parent; as a result of which all other interactions take place. In addition to the connection between parent and teenager, monitoring is very much essential for successful parenting. Finally, the parents should encourage the development of psychological autonomy in their teenage children. Therefore, it is essential to find out the relationship of academic achievement and attitude towards science with parental involvement because parents play a pivotal role in every facet of child's development.

Science education is crucial for developing necessary skills in children, and systematic exposure to it at early levels can foster a permanent interest in the subject. Young minds are inquisitive, innovative, and full of novel ideas, making science subjects compulsory up to secondary level. However, not all students perform well in science exams, and the authenticity of Science Olympiad in promoting academic achievement and attitude towards science is a topic of debate.

PARENTAL INVOLVEMENT

Parental involvement in education is crucial for fostering a cooperative environment for student success. Parents who receive support from both inside and outside the school are more likely to become responsible and active in their children's education. However, parents may struggle due to busy schedules, lack of interest, or feeling helpless. Consistent communication with educators about student progress and suggestions for parents' help can help create a cooperative learning environment. Understanding the relationship between parenting skills and student success is essential.

Pennsylvania PTA (2003) "Parent involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives".

Parent involvement can take many forms, including:

- Two-way communication between parents and schools.
- Supporting parents as children's primary educators and integral to their learning.
- Encouraging parents to participate in volunteer work.
- Sharing responsibility for decision making about children's education, health, and well-being.
- Collaborating with community organizations that reflect schools' aspirations for all children.

ACADEMIC ACHIEVEMENT

Academic performance refers to the knowledge attained and designated by marks, assigned by teacher. In educational context, academic performance is the educational goal to be achieved by a student, teacher or institution over a certain period and is measured either by examinations or continuous assessments (Narad and Abdullah, 2016). Academic Achievement is defined as total marks obtained in the previous class i.e. 8th standard.

OBJECTIVES OF THE STUDY

1. To compare the academic achievement of boys and girls of secondary schools
2. To compare the parental involvement of boys and girls of secondary schools.
3. To study the relationship between academic achievement and parental involvement of secondary school students.

HYPOTHESES OF THE STUDY

Ho1 There will be no significant difference in the academic achievement of boys and girls of secondary schools.

Ho2 There will be no significant difference in the parental involvement of boys and girls of secondary schools.

Ho3 There will be no significant relationship between academic achievement and parental involvement of secondary school students.

Design and Methodology

Population refers to the total number of units in a group, used for a specific purpose. This study focuses on secondary school students, selecting a representative sample of 800 students from 30 schools in Rohtak district. The sample provides insight into the whole population and helps understand its composition.

TOOLS USED:

The following tools were used in the investigation:

- Parental Involvement Scale (CSPIS) by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora.

STATISTICAL TECHNIQUES:

The present study is conducted to examining the Academic Achievement of Secondary School Students in relation to their Parental Involvement and Cultural Capital. The data of 800 secondary schools students is analysed by calculating 't' test besides the descriptive statistics (mean and standard deviation). Independent sample 't' test was used to find the significance of difference between the mean score of burnout and organizational climate.

DATA ANALYSIS & INTERPRETATION

Objective 1: To compare the academic achievement of boys and girls of secondary school students.

For the purpose of studying the difference in academic achievement among boys and girls secondary school students, the following null hypothesis was formulated:

Ho1 There will be no significant difference in the academic achievement of boys and girls of secondary schools students.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores were calculated with respect to academic achievement. The results are presented in Table 1

Table-1 Descriptive statistics related to academic achievement of boys and girls secondary school students

Gender	N	Mean	S.D	t-value
Boys	420	73.17	10.81	4.878**
Girls	380	78.43	10.80	

** Significant at 0.01 level

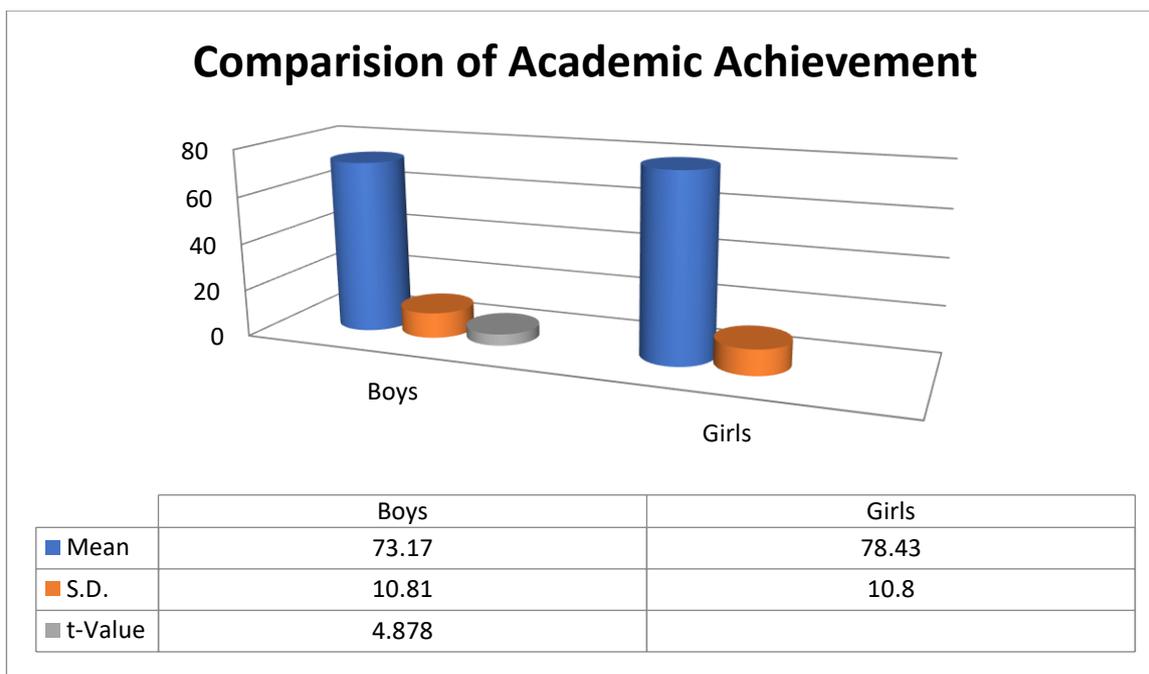


Fig.1: Comparison of Academic Achievement of boys and girls secondary school students

Table-1 indicates that the mean scores of academic achievements among boys’ and girls’ students. It indicates that the mean scores of boys’ and girls’ students on academic achievement are 73.17 and 78.43 respectively. The “t” value comes out to be (4.878) which is significant at 0.01 level concluding that boys’ and girls’ students are differ significantly on academic achievement. As a result, there exists no significant difference in academic achievement of male and female secondary school students. The higher mean score of girls’ students shows that they performed better in academics than their counterpart boys’ students.

Objective 2: To compare the parental involvement of boys and girls of secondary schools’ students.

For the purpose of studying the comparison of parental involvement among secondary school students, the following null hypothesis was formulated:

H02 There will be no significant difference in the parental involvement of boys and girls of secondary school students.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores were calculated with respect to parental involvement. The results are presented in Table-2.

Table-2 Descriptive statistics related to Comparison of boys and girls Secondary School Students in relation to Parental Involvement

Gender	N	Mean	S. D	t-value
Boys	420	91.68	8.43	7.812**
Girls	380	86.99	8.74	

** Significant at 0.01 level

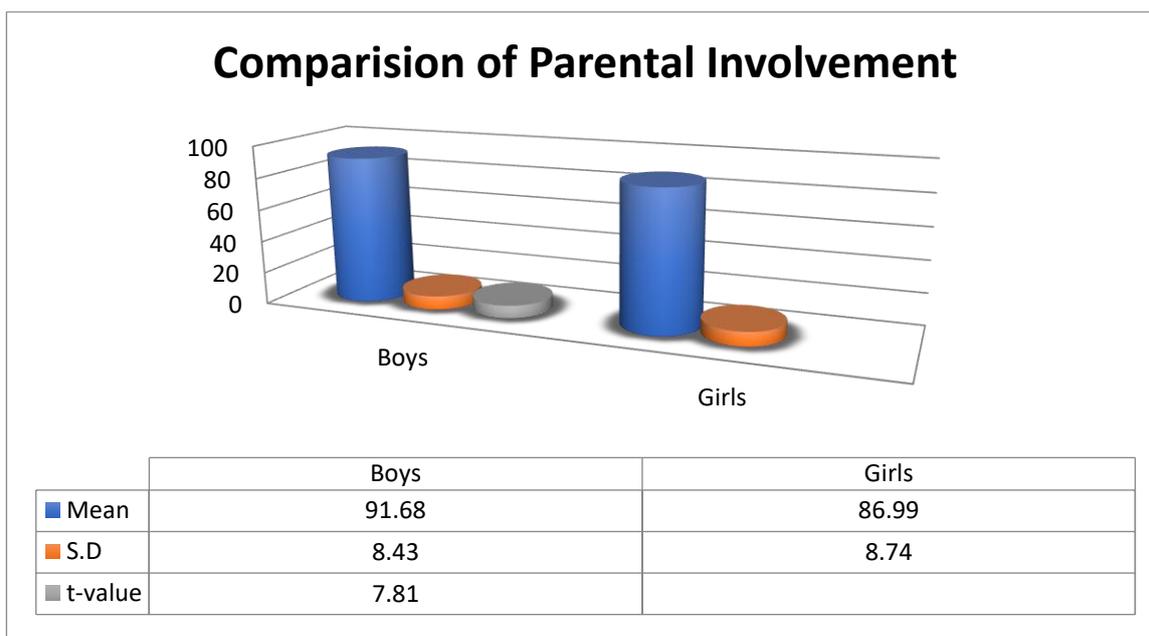


Fig: 2 Comparison of boys and girls Secondary School Students in relation to Parental Involvement

In the above table No. 2 and Fig. 2, the data of parental involvement of boys and girls secondary school students of Haryana state is taken. The mean score of the students of girls and boys school students is 86.99 and 91.68 respectively. The standard deviation of the students of girls’ and boys’ secondary students of Haryana is 8.74 and 8.43 respectively. In relation to of calculated mean and standard deviation, the t-value is 7.81 which are more than standard table value at both levels of significance i.e. at 0.05 is 1.96 and at 0.01 is 2.58. The mean value of parental involvement of boy’s secondary school students is more than the girls’ secondary school students.

Objective 3: To study the relationship between academic achievement and parental involvement of secondary school students.

For the purpose of studying the relationship between academic achievement and parental involvement among secondary school students, the following null hypothesis was formulated:

H3 There will be no significant relationship between academic achievement and parental involvement of secondary school students.

To test this hypothesis, Mean, SD, t-value and coefficient of correlation of the scores obtained from academic achievement and parental involvement scale were calculated. The results are presented in Table-3.

Table-3 Co-efficient of correlation between Academic achievement and Parental Involvement of students

Variables	Number	Means	SD’s	Coefficient of correlation	Level of Significance
Academic achievement	800	139.04	27.92	0.927	Significant at 0.01 level
Parental Involvement	800	64.56	17.13		

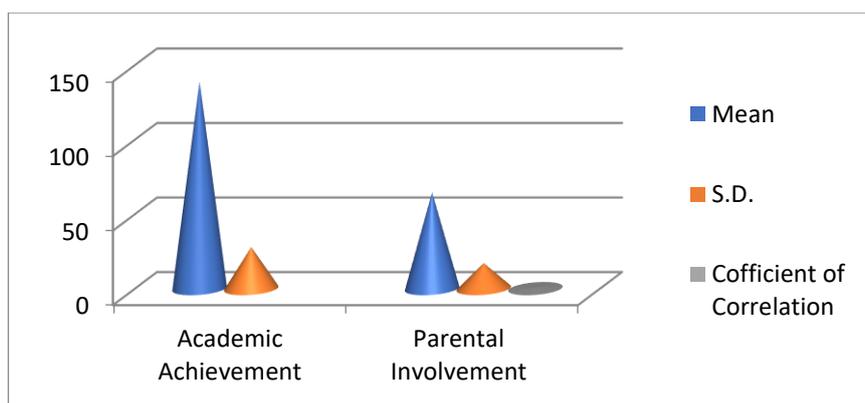


Fig. 3 Coefficient of correlation between Academic achievement and Parental Involvement of students

Table-3 depicts that co-efficient of correlation between academic achievement and parental involvement of secondary students is 0.927 which is significant at 0.01 level of significance. It indicates that academic achievement and parental involvement of secondary school students are positively correlated with each other. So, the null hypothesis, i.e., There is no significant relationship of parental involvement with academic achievement among secondary school students is rejected. This positive correlation shows that with increase in parental involvement, the academic achievement of secondary school student's increases and vice-versa. It can be interpreted that higher the parental involvement, higher the academic achievement of secondary school students and vice-versa.

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