

PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

The present study was carried out to see, whether there was any significant relationship between academic achievement and parental involvement. The Quarterly Examination marks of IX and X Standard students were used to measure academic achievement. The sample for the present study consisted of 400 high school students studying in different schools in Tirunelveli educational district. The Survey method was used to collect the data. The statistical analysis such as means, standard deviation, Karl Pearson's Product moment correlation were used to analyse the data. It was found that both the academic achievement and parental involvement are moderate and there was significant relationship between academic achievement and parental involvement.

INTRODUCTION

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well-disciplined the society might be. Education is not all about studying and getting good marks. It is a real means to discover new things which we don't know about and to increase our knowledge. So education shapes and moulds the overall behaviour of human beings and nurtures the potentialities.

PARENTAL INVOLVEMENT

Children have two educators in the beginning - their parents and their teachers of whom parents are the initial ones. It is not only till the age the child starts attending school, but even after that parents play a great role in educating their children. There is no fixed form of involvement of parents in children's educational performance. Some parents think that education is the whole and sole responsibility of the child himself while some take active participation like doing projects together, taking care of all kinds of homework and even playing sports.

ACADEMIC ACHIEVEMENT

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it.

SIGNIFICANCE OF THE STUDY

The purpose of this study was to examine the relationship between parental involvement in academic activities of their children and academic achievement of high school students. The information obtained by completing this study will be beneficial to parents, students, and educators. If parents are aware of how their involvement affects their children's learning ability and future, they may more actively participate in their children's education.

The findings of this research may also be beneficial to educational institutions. The results can be utilized to develop school programs associated with parental involvement in school activities, decisions and homework. Programs such as these can be implemented to bridge the gap between home and school while improving student's academic achievement. The result of this study might be useful to add new information in the existing knowledge of sociology of education. The findings of the study might be useful for the policy planners in the education planning divisions. This would be the practical utility of this present empirical inquiry.

STATEMENT OF THE PROBLEM

In educational settings parental involvement and academic achievement are some of the important concepts. Here the researcher wants to find out whether achievement is related with the parental involvement of high school students or not.

GENERAL OBJECTIVES

1. To find out the level of parental involvement of high school students.
2. To find out the level of academic achievement of high school students.
3. To find out the significant inter-relationship between academic achievement and parental involvement and its dimensions of high school students.

NULL HYPOTHESES

1. There is no significant inter-relationship between academic achievement and parental involvement and its dimensions of high school students living with both the parents.
2. There is no significant inter-relationship between academic achievement and parental involvement and its dimensions of class IX high school students.
3. There is no significant inter-relationship between academic achievement and parental involvement and its dimensions of class X high school students.

METHOD SELECTED FOR THE PRESENT STUDY

The investigator adopted survey method of research to find out the parental involvement and academic achievement of high school students.

POPULATION

The population for the present study consisted of all the students studying in high school in Tirunelveli educational district.

SAMPLE

The sample for the present study consisted of 400 high school students studying in different schools of Tirunelveli educational district. The investigator selected 8 schools for the present study and used random sampling technique for selecting sample from the population.

STATISTICAL TECHNIQUES USED

For the present study the investigator used mean, standard deviation and Karl Pearson's product moment correlation.

ANALYSIS OF DATA

Objective 1

The level of parental involvement of high school students

Table 1

LEVEL OF PARENTAL INVOLVEMENT OF HIGH SCHOOL STUDENTS

Parental Involvement in total					
Low		Moderate		High	
N	%	N	%	N	%
83	20.8	239	59.8	78	19.5

It is inferred from the above table that the level of parental involvement of high school students is moderate (59.8%).

Objective 2

The level of academic achievement of high school students

Table 2

THE LEVEL OF ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Achievement					
Low		Moderate		High	
N	%	N	%	N	%
100	25.0	202	50.5	98	24.5

It is inferred from the above table that the level of academic achievement of high school students is moderate (50.5%)

Hypothesis 1

There is no significant inter-relationship between academic achievement and parental involvement and its dimensions of high school students living with both the parents.

Table 3

INTER-RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL INVOLVEMENT AND ITS DIMENSIONS OF HIGH SCHOOL STUDENTS LIVING WITH BOTH THE PARENTS

Dimensions	Achievement	Educational status	Reading material	Study habits	Home work	Freedom	Socio economic status	Family affiliation	Parental Involvement in total
Achievement	1.000	*0.054	0.112	0.148	0.118	*0.095	0.106	0.209	0.098
Educational status	*0.054	1.000	*0.035	*0.071	0.163	*0.038	*0.011	*0.048	0.241
Reading material	0.112	*0.035	1.000	*0.084	0.114	*0.047	*0.070	*0.044	*0.042
Study habits	0.148	*0.071	*0.084	1.000	0.292	*0.001	0.342	0.205	0.390
Home work	0.118	0.163	0.114	0.292	1.000	*0.010	0.223	0.233	0.401
Freedom	*0.095	*0.038	*0.047	*0.001	*0.010	1.000	*0.073	0.102	0.292
Socio economic	0.106	*0.011	*0.070	0.342	0.223	*0.073	1.000	0.223	0.387

status									
Family affiliation	0.209	*0.048	*0.044	0.205	0.233	0.102	0.223	1.000	0.309
Parental Involvement in total	0.098	0.241	*0.042	0.390	0.401	0.292	0.387	0.309	1.000

(* denotes non significance; The table value of 'r' at 5% level of significance is 0.098)

It is inferred from the above table that, there is significant inter-relationship between academic achievement and parental involvement in total and its dimensions - reading material, study habits, home work, and socio economic status and family affiliation of High school students living with both the parents, whereas, there is no significant inter-relationship between academic achievement and the parental involvement and its dimensions- educational status, and freedom.

There is inter-relationship between parental involvement and its dimensions of high school students living with both the parents except the dimension reading material.

Hypothesis 2

There is no significant inter-relationship between academic achievement and parental involvement and its dimensions of class IX high school students

Table 4

INTER-RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL INVOLVEMENT AND ITS DIMENSIONS OF CLASS IX HIGH SCHOOL STUDENTS

Dimensions	Achievement	Educational status	Reading material available at Home	Study habits	Homework	Freedom	Socio economic status	Family affiliation	Parental Involvement in total
Achievement	1.000	*0.064	0.225	0.260	0.178	*0.067	0.146	0.301	0.153
Educational status	*0.064	1.000	*0.128	*0.068	0.216	*0.109	0.186	0.167	0.381
Reading material	0.225	*0.128	1.000	0.236	0.261	0.155	0.222	0.192	0.251
Study habits	0.260	*0.068	0.236	1.000	0.381	*0.041	0.309	0.268	0.400
Home work	0.178	0.216	0.261	0.381	1.000	*0.012	0.242	0.173	0.356
Freedom	*0.067	*0.109	0.155	*0.041	*0.012	1.000	*0.132	0.284	0.400
Socio economic status	0.146	0.186	0.222	0.309	0.242	*0.132	1.000	0.310	0.388
Family affiliation	0.301	0.167	0.192	0.268	0.173	0.284	0.310	1.000	0.440
Parental Involvement in total	0.153	0.381	0.251	0.400	0.356	0.400	0.388	0.440	1.000

(* denotes non significance; The table value of 'r' at 5% level of significance is 0.138)

It is inferred from the above table that, there is significant inter-relationship between academic achievement and parental involvement in total and its dimensions - reading material, study habits, homework, socio economic status and family affiliation of class IX High School students, whereas, there is no significant inter- relationship between academic achievement and parental involvement and its dimensions- educational status, and freedom.

There is significant inter-relationship between parental involvement and its dimensions of class IX high school students.

Hypothesis 3

There is no significant inter-relationship between academic achievement and parental involvement and its dimensions of class X high school students.

Table 5

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL INVOLVEMENT AND ITS DIMENSIONS OF CLASS X HIGH SCHOOL STUDENTS

Dimension	Achievement	Educational status	Reading material	Study habits	Home work	Freedom	Socio economic status	Family affiliation	Parental Involvement in total
Achievement	1.000	*0.098	*0.019	*0.127	*0.082	*0.103	*0.126	*0.100	*0.074
Educational status	*0.098	1.000	*0.047	*0.102	0.187	*0.081	*0.013	*0.042	*0.128
Reading material	*0.019	*0.047	1.000	*0.025	*0.012	*0.015	*0.036	*0.029	*0.001
Study habits	*0.127	*0.102	*0.025	1.000	0.325	*0.069	0.319	0.206	0.425
Home work	*0.082	0.187	*0.012	0.325	1.000	*0.046	0.331	0.319	0.560
Freedom	*0.103	*0.081	*0.015	*0.069	0.046	1.000	0.167	0.137	0.337
Socio economic status	*0.126	*0.013	*0.036	0.319	0.331	0.167	1.000	0.305	0.458
Family affiliation	*0.100	*0.042	*0.029	0.206	0.319	0.137	0.305	1.000	0.358
Parental Involvement in total	*0.074	*0.128	*0.001	0.425	0.560	0.337	0.458	0.358	1.000

(* denotes non significance; The table value of 'r' at 5% level of significance is 0.138)

It is inferred from the above table that, there is no significant inter-relationship between academic achievement and parental involvement in total and its dimensions of class X high school students.

There is no significant inter-relationship between parental involvement and its dimensions - educational status and reading material of class X high school students. Whereas, there is significant inter-relationship between parental involvement and its dimensions - study habits, homework, freedom, socio economic status and family affiliation.

FINDINGS AND INTERPRETATIONS

1. The level of parental involvement and its dimensions of high school students is moderate (59.8%). This may be due to the fact that most of the parents are uneducated and find no time of help their wards.
2. The level of academic achievement of high school students is moderate (50.5%). This may be due to the fact that the educational facilities are not reached due to the rural set up.
3. There is significant inter-relationship between academic achievement and parental involvement in total and its dimensions- reading material, study habits, homework, and socio economic status and family affiliation of high school students living with both the parents. This may be due to the fact that parents encourage the children to study well since they know the fate of people who are not educated.
4. There is significant inter-relationship between academic achievement and parental involvement in total and its dimensions- reading material, study habits, homework, socio economic status and family affiliation of class IX high school students. Whereas, there is no significant inter-relationship between academic achievement and the dimensions educational status, and freedom. This may be due to the fact that students of this stage are entering in to new world namely adolescents and they want to achieve something in life.
5. There is no significant inter-relationship between academic achievement and parental involvement in total and its dimensions of class X High School students. This may be due to the fact that achievement has nothing to do with parental involvement.

RECOMMENDATIONS

In the light of the findings of the present study the investigator offers the following recommendations,

1. The parents should become more conscious of the responsibilities towards their children in moulding and shaping their academic performance.

2. Parental Involvement plays a great role in high achievement of a student, so the parents should encourage their children to achieve better.
3. The parents should keep positive attitude and motivate their child to show better performance.
4. The parents must try to recognize the nature of the child, encourage and inspire them.
5. The parents need to be very careful in using rewards or punishment as an incentive to encourage their children.
6. Parents should be encouraged to talk to their children about the school assignments. Parents can help their children to understand the assignments.
7. Guidance and orientation programmes can be organized for parents and students on the influence of parental involvement and academic achievement.

CONCLUSION

Even though there are some limitations in the present study it is evident that, the students who receive high parental involvement are better at academic achievement than the students who receive less parental encouragement. Hence it is recommended that parents should take interests in the educational activities of their children. By implicating this, the educational achievement of the students could be enhanced.

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