

PARENTAL INFLUENCE ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Research
Paper

ABSTRACT

The main objectives of the study are to study the level of parental influence of Higher Secondary Students and the parental influence on academic achievement of Higher Secondary students. Survey method is used for the study. The sample consists of 300 higher secondary students selected randomly from 15 schools. Parental influence questionnaire developed by the investigator has been used to collect data. The research reveals that 12% of higher secondary students have high level of parental influence and there is a significant relationship between academic achievement and parental influence of higher secondary students.

INTRODUCTION

A parent is the primary helper, monitor, co-ordinator, observer, record keeper and decision maker for the child. (Mishra, 2005) The first and foremost duty of parents is to look after their children in the best possible way, to take interest in their welfare and to see their progress. Parenting is a process that formally begins during or before pregnancy and continues through the balance of life span. Parenthood is central to childhood, to child development and to society's long term investment in children. Parenting has its own intrinsic pleasures, privileges and profits. Parents can find interest and can derive considerable and continuing pleasure in their relationships and activities with their children. Parents' character, dedication, education, creativity, special concern and responsibility are the major factors of child development.

Parental involvement is defined as "a positive interaction between a parent and their child" (Alief, 1994). Parental involvement includes a wide range of behaviours but generally refers to parents and family members use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Parental involvement at home can include activities such as discussions about school, helping with homework and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events.

They also include school-based involvement, focused on such activities as driving on a field trip, staffing a concession booth at school games, coming to school, for scheduled conferences or informal conversations, volunteering at school, serving on a parent-teacher advisory board (Hoover-Dempsey, Bassler & Burow, 1995).

SIGNIFICANCE OF THE STUDY

Parental influence is the fundamental factor for any achieving child. The brain develops according to the quality and quantity of the stimuli the child receives from the family members. The favourable environment and positive outlook of each and every member of the family moulds the child to prepare to study and to form a good character. Most of the parents are fully involved about the child's physical need according to their capacity. At the same time they must think about their children's intellectual, emotional and spiritual development. Our rural and uneducated poor parents should be trained by the schools and government. The parental influence and responsibilities are extremely important to the destiny and enhancement of the child and nation.

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OBJECTIVES

- 1) To find out the level of parental influence of Higher Secondary students.
- 2) To find out the significant relationship between parental influence and academic achievement of Higher Secondary students.

HYPOTHESES

1. There is no significant difference between male and female higher secondary students in Parenting, Family and school relationship, Academic involvement and parent, Multi skill development and parent and Parental influence.
2. There is no significant difference between Tamil and English medium higher secondary students in Parenting, Family and school relationship, Academic involvement and parent, Multi skill development and parent and Parental influence.
3. There is no significant difference among government, aided and matriculation higher secondary students in Parenting, Family and school relationship, Academic involvement and parent, Multi skill development and parent and Parental influence.
4. There is no significant association between education of the fathers of higher secondary students and Parenting, Family and school relationship, Academic involvement and parent, Multi skill development and parent and Parental influence.
5. There is no significant association between education of the mothers of higher secondary students and Parenting, Family and school relationship, Academic involvement and parent, Multi skill development and parent and Parental influence.
6. There is no significant relationship between scholastic performance and parental influence in higher secondary students.

METHODOLOGY

METHOD

The method adopted for the present study is the survey method.

POPULATION FOR THE STUDY

The population for the study consists of all the higher secondary students in Aided, Government and Matriculation Higher Secondary Schools in Tirunelveli and Tuticorin Districts in Tamil Nadu.

SAMPLE

The sample consists of 300 higher secondary students. The students were selected from 15 schools. 150 students from each district were selected randomly.

TOOL

Parental Influence questionnaire was developed by Lourdasamy (2008). The dimensions of the inventory are parenting, family and school relationship, academic involvement and parent, multi skill development and parent.

ANALYSIS AND DISCUSSION

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

**Table 1
LEVEL OF PARENTAL INFLUENCE OF
HIGHER SECONDARY STUDENTS**

Parental influence	Low	Moderate	High
	No (%)	No (%)	No (%)
Parenting	48 (16.0)	222 (74.0)	30 (10.0)
Family and school relationship	50 (16.7)	204 (68.0)	46 (15.3)
Academic involvement and parent	60 (20.0)	200 (66.7)	40 (13.3)
Multi skill development and parent	48 (16.0)	220 (73.3)	32 (10.7)
Parental influence	61 (20.3)	203 (67.7)	36 (12.0)

Table 3

**DIFFERENCE BETWEEN
TAMIL AND ENGLISH MEDIUM
HIGHER SECONDARY STUDENTS IN
THEIR PARENTAL INFLUENCE**

It is inferred from the above table that 16.0 percent, 74.0 percent and 10.0 percent of higher secondary students have low, moderate and high level of parenting respectively. 16.7 percent, 68.0 percent and 15.3 percent of higher secondary students have low, moderate and high level of family and school relationship respectively. 20.0 percent, 66.7 percent and 13.3 percent of higher secondary students have low, moderate and high level of academic involvement and parent respectively. 16.0 percent, 73.3 percent and 10.7 percent of higher secondary students have low, moderate and high level of multi skill development and parent respectively.

In toto, 20.3 percent, 67.7 percent and 12.0 percent of higher secondary students have low, moderate and high level of parental influence respectively.

Dimensions	Tamil		English		Calculated value of 't'	Remark at 5% level
	N = 265		N = 35			
	Mean	S.D.	Mean	S.D.		
Parenting	49.28	7.73	53.34	5.31	4	S
Family and school relationship	50.13	8.91	56.63	6.17	5.52	S
Academic involvement and parent	38.05	8.4	43.66	5.69	5.14	S
Multi skill development and parent	68.42	10.36	73.83	6.56	4.23	S
Parental influence	205.87	31.03	227.5	19.07	5.76	S

Table 2

**DIFFERENCE BETWEEN MALE AND
FEMALE HIGHER SECONDARY STUDENTS
IN THEIR PARENTAL INFLUENCE**

It is inferred from the above table that there is significant difference between Tamil medium and English medium higher secondary students in their parenting, family and school relationship, academic involvement and parent, multi skill development and parental influence.

Dimensions	Male N = 140		Female N = 160		Calculated value of 't'	Remark at 5% level
	Mean	S.D.	Mean	S.D.		
Parenting	47.95	8.47	51.33	6.54	3.8	S
Family and school relationship	50.15	9.4	51.53	8.36	1.34	NS
Academic involvement and parent	36.79	8.41	40.37	7.89	3.78	S
Multi skill development and parent	66.7	10.71	71.11	9.13	3.81	S
Parental influence	201.6	32.58	214.34	27.57	3.63	S

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their family and school relationship but there is significant difference between male and female higher secondary students in their parenting, academic involvement and parent, multi skill development and parent and parental influence.

Table 4

**DIFFERENCE AMONG GOVERNMENT,
AIDED AND MATRICULATION HIGHER
SECONDARY STUDENTS IN THEIR
PARENTAL INFLUENCE**

Dimensions	Variables	Mean	Sources of Variation	df = 2,297		Calculated 'F' Value	Remark at 5% level
				Sum of Squares	MSV		
Parenting	Govt	49.29	Between	511.5	255.75	4.52	S
	Aided	49.26	Within	16814.75	56.62		
	Matric	53.34					
Family and school relationship	Govt	50.22	Between	1308.31	654.16	8.68	S
	Aided	50.04	Within	22389.88	75.39		
	Matric	56.63					
Academic involvement and parent	Govt	38.03	Between	973.72	486.86	7.29	S
	Aided	38.06	Within	19829.28	66.77		
	Matric	43.66					
Multi skill development and parent	Govt	69.41	Between	1151.25	575.63	5.76	S
	Aided	67.47	Within	29688	99.96		
	Matric	73.83					
Parental influence	Govt	206.95	Between	14698	7349	8.15	S
	Aided	204.84	Within	267667	901.24		
	Matric	227.46					

It is inferred from the above table that there is significant difference among government, aided and matriculation higher secondary students in their parenting, family and school relationship, academic involvement and parent, multi skill development and parent and parental influence.

Table 5

ASSOCIATION BETWEEN EDUCATION OF THE FATHERS AND PARENTAL INFLUENCE OF HIGHER SECONDARY STUDENTS

Dimensions	df	Calculated 'χ ² ' value	Remark at 5% level
Parenting		11.73	NS
Family and school relationship	6	13.33	S
Academic involvement and parent		11.62	NS
Multi skill development and parent		10.09	NS
Parental influence		11.98	NS

It is inferred from the above table that there is no significant association between education of the fathers of the higher secondary students and their parenting, academic involvement and parent, multi skill development and parent and parental influence but there is significant association between fathers' education and their family and school relationship.

Table 6

ASSOCIATION BETWEEN EDUCATION OF THE MOTHERS AND PARENTAL INFLUENCE OF HIGHER SECONDARY STUDENTS

Dimensions	df	Calculated 'χ ² ' value	Remark at 5% level
Parenting		11.84	NS
Family and school relationship	6	16.64	S
Academic involvement and parent		10.04	NS
Multi skill development and parent		6.49	NS
Parental influence		11.64	NS

It is inferred from the above table that there is no significant association between education of the mothers of the higher secondary students and their parenting,

academic involvement and parent, multi skill development and parent and parental influence but there is significant association between mothers' education and their family and school relationship.

Table 7

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL INFLUENCE OF HIGHER SECONDARY STUDENTS

Dimensions	Σx	Σy	Σx ²	Σy ²	Σxy	df	Calculated r value	Remark at 5% level
Parenting	14925	18517	759845	1216439	923430	300	0.062	NS
Family and school relationship	15266	18517	800534	1216439	946385	300	0.099	NS
Academic involvement and parent	11610	18517	470110	1216439	722159	300	0.142	S
Multi skill development and parent	20716	18517	1461348	1216439	1284084	300	0.114	S
Parental influence	62517	18517	1.3E+07	1216439	3876058	300	0.12	S

It is inferred from the above table that there is significant relationship between scholastic performance of the higher secondary students and their academic involvement and parent, multi skill development and parent and parental influence but there is no significant relationship between scholastic performance of the higher secondary students and their parenting and family and school relationship.

FINDINGS

The major conclusions derived from the study are:

1. (i) 10.0 percent of higher secondary students have high level of parenting. (ii) 15.3 percent of higher secondary students have high level of family and school relationship. (iii) 13.3 percent of higher secondary students have high level of academic involvement and parent. (iv) 10.7 percent of higher secondary students have high level of multi skill development and parent. (v) 12.0 percent of higher secondary students have high level of parental influence.

2. There is no significant difference between male and female higher secondary students in family and school relationship but there is significant difference between male and female higher secondary students in parenting, academic involvement and parent, multi skill development and parent and parental influence. That is, female higher secondary students, (51.33, 40.37, 71.11, 214.34) are having more parental influence than male students (47.95, 36.79, 66.70, 201.59) with respect to parenting, academic involvement and parent, multi skill development and parent and parental influence.

3. There is significant difference between Tamil medium and English medium higher secondary students in parenting, family and school relationship, academic involvement and parent, multi skill development and parental influence. That is, English medium (53.34, 56.63, 43.66, 73.83, 227.46) higher secondary students are having more parental influence than Tamil medium students (49.28, 50.13, 38.05, 68.42, 205.87) with respect to parenting family and school relationship, academic involvement and parent, multi skill development and parental influence.

4. There is significant difference among government, aided and matriculation higher secondary students in parenting, family and school relationship, academic involvement and parent, multi skill development and parent and parental influence. That is Matriculation school students (53.34, 56.63, 43.66, 73.83, 227.46) are having more parental influence than government school (49.29, 50.22, 38.03, 69.41, 206.95) and aided school (49.26, 50.04, 38.06, 67.47, 204.84) with respect to parenting, family and school relationship, academic involvement and parent, multi skill development and parent, and parental influence.

5. There is no significant association between education of the fathers of higher secondary students and their parenting, academic involvement and parent, multi skill development and parent and parental influence but there is significant association between fathers' education and their family and school relationship.

6. There is no significant association between education of the mothers of higher secondary students and their parenting, academic involvement and parent, multi skill development and parent and parental influence but there is significant association between mothers' education and their family and school relationship.

7. There is significant relationship between the scholastic performance of higher secondary students and their academic involvement and parent, multi skill development and parent and parental influence but there is no significant relationship between the scholastic performance of higher secondary students and parenting and family and school relationship.

RECOMMENDATIONS

1. It is strongly recommended that every higher secondary school should have a guidance and counselling cell run by qualified and trained counselors.
2. After a few academic assessment tests, every class teacher should start remedial coaching for slow learners.
3. Parent teacher meeting, seminar, tour, coaching must be conducted frequently.
4. Parents gathering, special skills training, career guidance, small saving campaign must be conducted by the schools once in a term.
5. Parents should arrange separate home timetable, tuition, home test, all types of supporting materials, calm study atmosphere.

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