



RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT AMONG VIIIITH GRADE STUDENTS

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Abstract

Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. The focus of this study is to examine a relationship between the extent of parent's involvement in academic activities of their children and the level of their children's academic achievement. The descriptive survey method of investigation was followed as it was the study of relationship between the parental involvement and academic achievement among VIIIITHgrade students. The study pertained to different type of schools like Government and Non-government. For the collection of relevant data, the sample comprised of 200 boys and girls of VIIIITHclass of Government and Non-government schools of Amritsar city were taken. In the view of the variables involved in the present investigation the tools The Parental Involvement Scale (TPIS) by Chouhan, V.L., Arora, Ghunjan Gantora. (2009) and Academic score of VIIth grade was taken to assess academic achievement of VIIIITHgrade students were used to collect the needed data. It was found that there exists positive relationship between parent involvement and academic achievement of boys & girls.

Keywords Parental Involvement, Academic Achievement, Attitude

It is rightly said that the education of the child starts in the mother's womb from the day of conception. Education is an important tool that can be used for the success of our future. If a child has a good education, it will help him to achieve his/ her goals. Education is commonly referred as the process of learning and obtaining knowledge at school. However, the process of education does not only start's when a child first attends school rather education begins at the home. The role of parents in bringing up their children is quite important both in terms of their devotion and with respect to time spent with them. When parents involve themselves in the education process of their children, usually the outcome can be qualified as a positive and encouraging one. It implies how the parents involve themselves in developing overall personality of the child. All the parents have expectations, likes and dislikes and preferences regarding how children should be handled, brought up and educated. Parents provide opportunities for the intellectual development of child. Parents lay the foundation of character and sublimation of instincts. Parental involvement is the participation of parents in school activities. It is commitment of time energy and good will to promote success for students. Most of the parents expect better from their children in school. They come happy if their children perform better as compared to other peers in their classes. Due to this reason parents want to spend more time for the development of their children. But the present parents in the industrial areas have less involvement in the home and school activities. The personality of the child mostly depends on the involvement of their parents in their school and day to day activities. Parental involvement may have different types, which might have different influence on academic achievement of their children. Parental expectations have a greater impact on student's educational outcomes. Academic achievement is very important for children because it is strongly linked to the positive outcomes, for human beings. It helps to secure a bright future and brings higher opportunities of success in life. Academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is the amount of knowledge acquired during the process of learning at school. It is the product of knowledge and intelligence derived from the learning experiences. Academic achievement is of paramount importance particularly in the present socio economic, cultural and technological age. Achievement is a complete phenomenon which is influenced by set of variables, e.g student himself and his intellectual abilities. Academic achievement is commonly measured by examinations or continuous assessment. Academic achievement is sometimes called proficiency and may be quantified in several ways, such as examination and tests.

Parents desire that their children climb the ladder of performance to as high level as possible. This desire ultimately gets transmitted to children and also as a result they want to have an edge on every other child and excel everyone in academic performance . This desire for a high level of achievement puts a lot of academic stress on students. To help the child to cope with this stress, family and environment can play a significant role. Its' widely accepted that students whose parents are involved in their education do better in school, improves achievement, reduces absenteeism, and restores parent's confidence in their children's education. Students with involved parents earn higher grades and test scores, have better social skills and show improved behavior.

Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. The focus of this study is to examine a relationship between the extent of parent's involvement in academic activities of their children and the level of their children's academic achievement. Learning begins at home through interaction with one's family. Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language and social skills. (Wynn, 2002). The investigator took study to see how the parental involvement influences the academic achievement of their students, after going through various studies and research findings it was seen that a continued effort of parental involvement throughout the child's education improve their academic achievement (Driessan, Smit & Slegers, 2005). The bond, that is shared between parents and children, is an unbreakable chain which lasts till the last breath of either party. It is an undeniable truth that parents immensely contribute in every achievement of their offspring right from their very birth. Research findings of Bronfenbrenner, U. (1986) Stevenson and baker (1987) Trivedi (1987) , Georgewill (1990), Kaur (1990) , Epstein (1992) , Roopashri and Goanker (1994) Grolnick et al (1997) , Hoover-Dempsey, K. V., & Sandler, H. M. (1997) Katyal and Neelam (2000) , Kim (2002) , Desforges & Abouchaar (2003) , Keith et al. (2006), Trivedi (1998), Gutman and Mcloyd (2000), Jeynes, W.H (2005) , Gibson and Jefferson (2006) Sheldon (2009) , Tekin, Ali Kemal. (2011), Wilder (2014) , Otani (2017), Scharton, Hilary. (2018) Sanlad, Louie. (2019), Laura (2019), indicated that parental involvement makes a positive contribution to children's educational achievement and students with parental acceptance showed better academic achievement than those of devoid the parental concentration. Parenting styles found to be more important that influence significantly the educational achievement of the students. Educated parents provide conducive home environment that entails parent's encouragement that proves to be catalyst in boosting and maintaining achievement motivation among the students that in turn influence their academic achievement. This study will be beneficial to the parents, students, teachers and educational institutions. Knowledge and information obtain from this study enable the parents to get more knowledge about child's development. They would be enlightening that their role in the students education may improve components in school such as daily attendance, cognitive and social skills or achievement, behavior and attitude, confidence and motivation. This study may enrich students understanding that involvement of their parents will enrich their achievement and abilities in school. Their academic status will improve; they achieve better grade, test scores and attendance. They will always complete their homework. It will increase their self- esteem and they become more self-disciplined. Knowledge and information of this study may enable the teacher to observe the dynamic of their classroom, while investigating how to develop parental involvement in their student's education or may include parent's involvement in the class. Parental involvement will increase the morale of the teachers. Institutions that actively involve parents and the community tend to establish better reputations in the community. Institution programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents.

OBJECTIVES

1. To study the level of parent involvement in academics of VIIIITH grade students with respect to gender.
2. To study the level of academic achievement of VIIIITH grade students with respect to gender.
3. To study the level of parent involvement in academics of VIIIITH grade students with respect to type of schools.
4. To study the level of academic achievement of VIIIITH grade students with respect to type of schools.
5. To study the relationship between parent involvement and academic achievement of VIIIITH grade students with respect to gender and type of schools.

HYPOTHESES

1. There exists no significant difference in level of parent involvement in academics of VIIIITH grade students with respect to gender.
2. There exists no significant difference in the level of academic achievement of VIIIITH grade students with respect to gender.
3. There exists no significant difference in the level of parent involvement in academics of VIIIITH grade students with respect to type of schools.
4. There exists no significant difference in the level of academic achievement of VIIIITH grade students with respect to type of schools.
5. There exists no significant relationship between parent involvement and academic achievement of VIIIITH grade students with respect to gender and type of schools.

The descriptive survey method of investigation was followed as it was the study of relationship between the parental involvement and academic achievement among VIIIITH grade students. The study pertained to different type of schools like Government and Non-government. For the collection of relevant data, the sample comprised of 200 boys and girls of VIIIITH class of Government and Non-government schools of Amritsar city were taken. In the view of the variables involved in the present investigation the tools The Parental Involvement Scale (TPIS) by Chouhan, V.L., Arora, Ghunjan Gantora. (2009) and Academic score of VIIth grade was taken to assess academic achievement of VIIIITH grade students were used to collect the needed data. To verify the framed hypothesis, the total sample was put in two different groups i.e boys and girls. These two distinct groups which emerged were then tested for significant difference on the basis of strength of their means. The means were of the scores of parent involvement test performed by them. These two groups are compared to discuss the result more explicitly. The analysis was as under:

HYPOTHESIS 1

“There exists no significant difference in level of parent involvement in academics of VIIIITHgrade students with respect to gender.”

Table 1 Showing N, M, SD, ‘t’ value for scores of parent involvement of Boys and Girls.

S.No	Group	N	Mean	SD	Df	t -value
1	Boys	100	86.03	9.56	198	-2.304*
2	Girls	100	89.22	10.01		

* Significant at 0.05 level

It was observed from the table1 that the mean score of boys was 86.03 with SD = 9.56 and mean score of girls was 89.22 with SD = 10.01 of parental involvement scale. The calculated ‘t’ value was -2.304 which was greater than the table value (i.e 1.9720) at 0.05 level. It was cleared from the results given in the above table that there exists significant difference between the mean scores of boys and girls. So, mean score of girls was higher than that of boys. Our calculated t value was greater than the table value and ‘t’ value comes to be significant at 0.05 level.

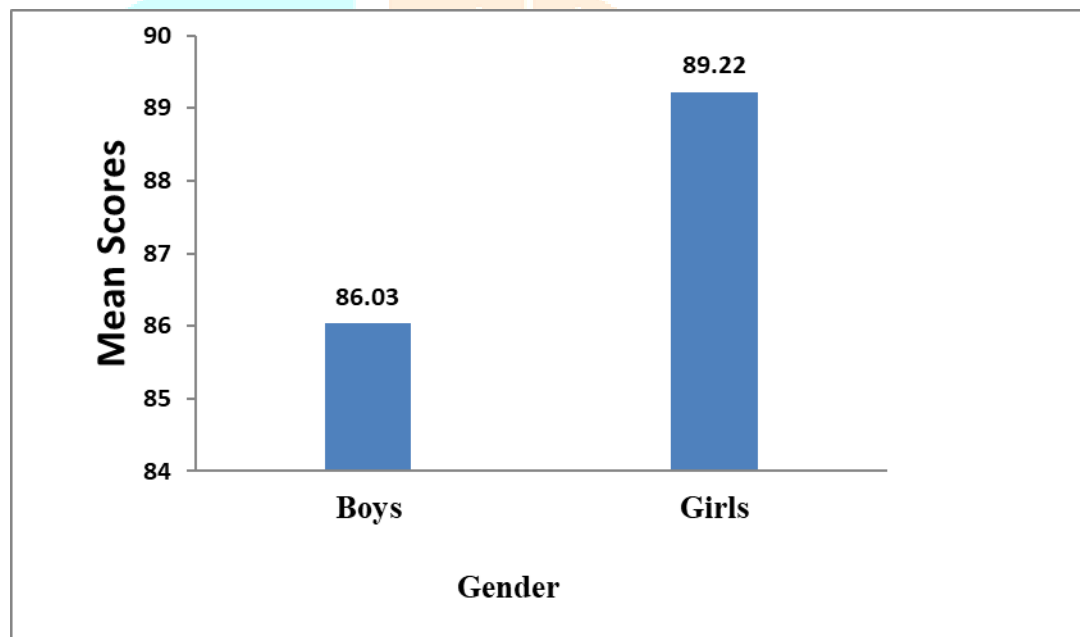


Fig.1 Bar diagram showing mean scores of parent involvement of boys and girls.

So, our first hypothesis that, “There exists no significant difference in level of parent involvement in academics of VIIIITHgrade students with respect to gender” was rejected.

HYPOTHESIS 2

“There exists no significant difference in the level of academic achievement of VIIIITHgrade students with respect to gender.”

Table 2 Showing N, M, SD, ‘t’ value for Academic Achievement of Boys and Girls.

S.no	Group	N	Mean	SD	Dm	Df	T – value
1	Boys	100	65.23	8.91	-1.85	198	-1.479(NS)
2	Girls	100	67.08	8.77			

(NS) Not Significant

This table showed the N, M, SD, df between mean scores of academic achievement of boys and girls. It was observed from the table that the mean score of boys was 65.23 with SD = 8.91 and mean score of girls was 67.08 with SD = 8.77 on academic achievement. The calculated t- value was - 1.479 which was less than the table value (i.e 1.9720) even at 0.05 level. So, it was not significant at 0.05 level.

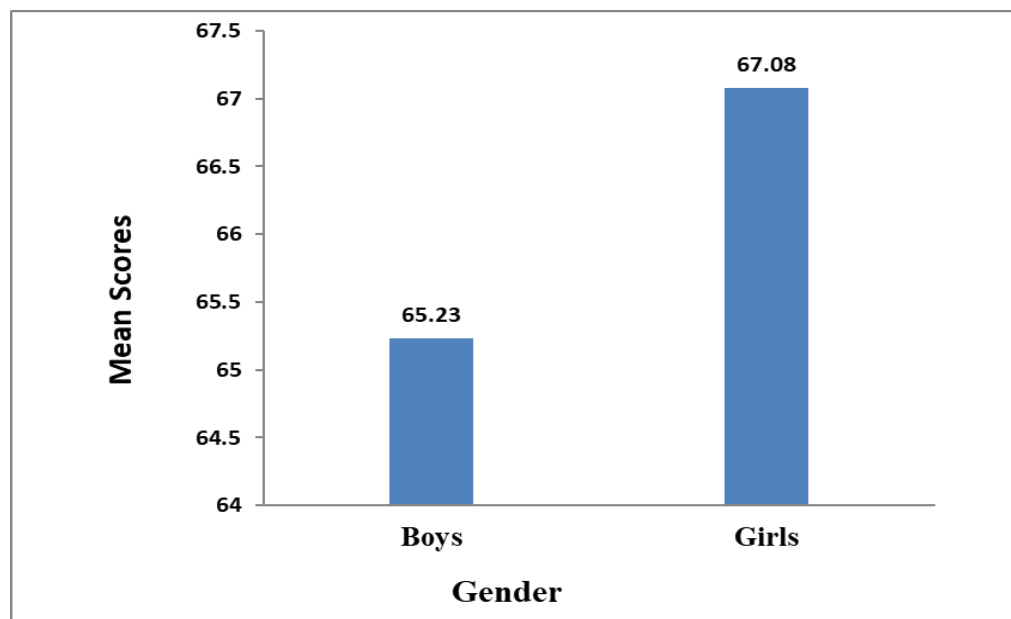


Fig 2 Bar diagram showing mean scores on academic achievement of boys and girls

So, our second hypothesis that “There exists no significant difference in academic achievement of VIIIITHgrade students with respect to gender” was accepted.

HYPOTHESIS 3

“There exists no significant difference in level of parent involvement in academics of VIIIITHgrade students with respect to type of school.”

Table 3 Showing N, M, SD, Dm and ‘t’ value for parent involvement in government and non-government school students

S.No	Type of school	N	Mean	SD	Dm	Df	t-value
1	Government	100	86.00	8.80	3.25	198	2.348*
2	Non-government	100	89.25	10.67			

*Significant at 0.05 level

It was observed from the table that mean score of government school was 86.00 with SD= 8.80 and mean score of non-government school was 10.67 with SD = 10.67. The Dm was 3.25 and ‘t’ value of both groups was 2.348 which was greater than table value (i.e 1.9720) and significant at 0.05 level. It was cleared from the results given in above table that the difference between the means come out to be significant. It indicated that there exists significant difference in the level of parent involvement of government and non -government school students. So, mean score of non–government students was higher than that of government school students.

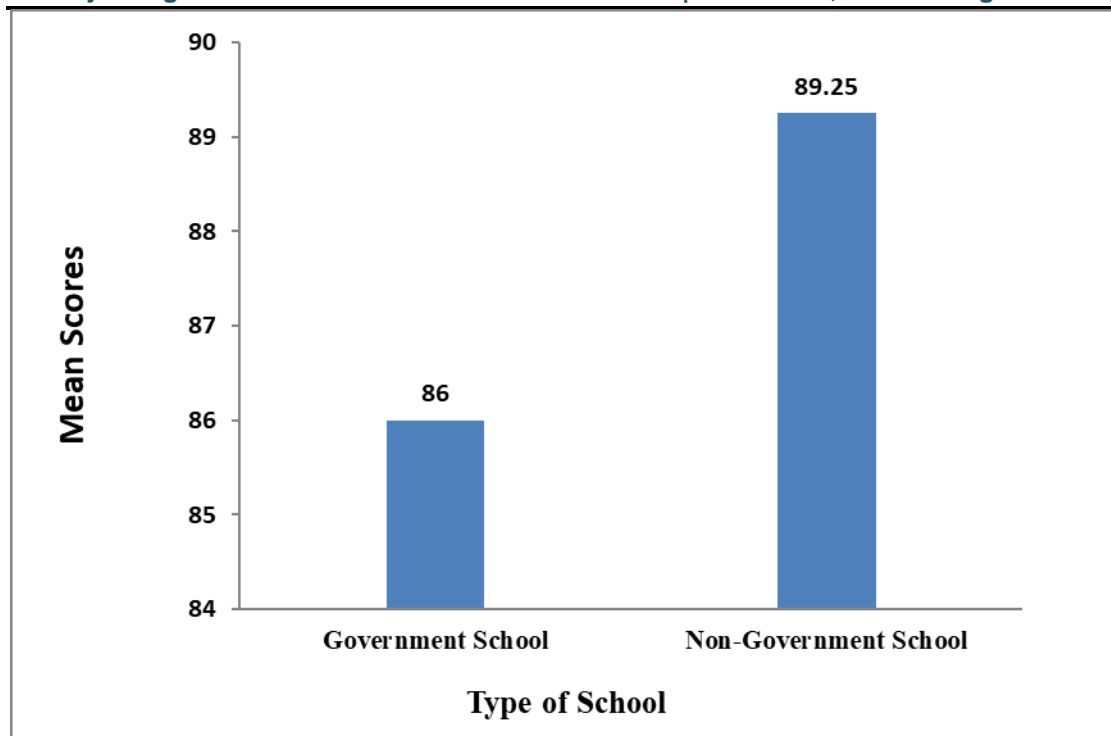


Fig 3 Bar diagram showing mean scores of parent involvement in government and non-government school students

So, our third hypothesis that “There exists no significant difference in level of parent involvement in academics of VIIIITHgrade students with respect to type of school” was rejected.

HYPOTHESIS 4

“There exists no significant difference in level of academic achievement of VIIIITHgrade students with respect to type of school.”

Table 4 Showing N, M, SD, Dm, ‘t’ value on academic achievement of government and non-government school students.

S.No	Type of School	N	Mean	SD	Dm	t-value
1	Government	100	63.84	7.13	4.61	3.802**
2	Non-Government	100	68.46	9.82		

**Significant at 0.01 level

Table 4 showed that the mean score of government school students was 63.84 with SD = 7.13 and mean score of non-government school students was 68.46 with SD = 9.82. The calculated ‘t’ -value was 3.802 which was greater than table value i.e (2.6009) and significant at 0.01 level. On the basis of statistical analysis when the mean scores were compared for their difference statistically through t–test, the difference found was significant. It indicated that there exists significant difference in the level of academic achievement of government and non -government school. So, mean score of non-government school students was higher than that of government school students. Our calculated value was greater than the table value and t- value comes to be significant at 0.01 level.

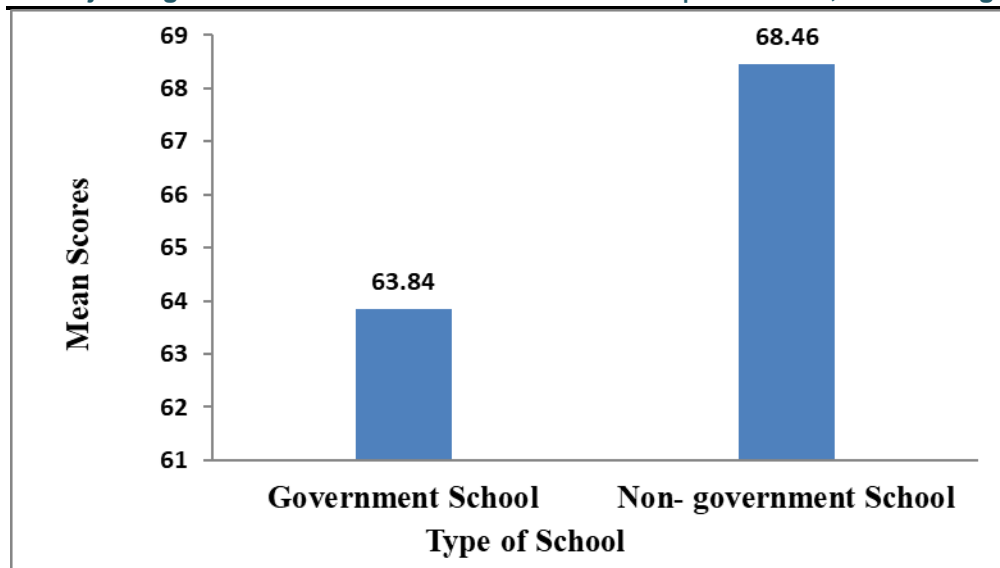


Fig 4 Bar diagram showing mean scores on academic achievement of government and non-government school students.

So, our fourth hypothesis that “There exists no significant difference in academic achievement of VIIIHgrade students with respect to type of school.” was rejected.

HYPOTHESIS 5

“There exists no significant relationship between parent involvement and academic achievement of VIIIHgrade students with respect to gender and type of school.”

Table 5 Showing coefficient of correlation between parent involvement and academic achievement

S.NO	Variable	Groups	Value of r
1.	Gender	Boys	.247*
		Girls	.264**
2.	Type school of	Government	.235*
		Non- government	.238*

Significant at 0.01 level

*Significant at 0.05 level

The table showed the Correlation between parent involvement and academic achievement of boys & girls and government & non-government school. The coefficient of correlation or value of r for boys was .247 and girls were .264. The results showed that there exists a positive relationship between parent involvement and academic achievement of boys and girls where parent involvement in girls was higher than that of boys and was significant at 0.01 level.

On the other hand, the coefficient of correlation or value of r for government school was .235 and non-government was .238 which showed that there exists positive relationship between parent involvement and academic achievement of government and non-government school students where parent involvement in non-government school students was higher than that of government school

students and was significant at 0.05 level. So, the fifth hypothesis that “There exists no significant relationship between parental involvement and academic achievement of VIIIH grade students with respect to gender and type of school.” was rejected.

So the findings of the study showed that there exists significant difference in the level of parent involvement in academics of boys and girls as the calculated ‘t’ value was -2.304 which was greater than the table value i.e. 1.9720. So, the parents were more involved in the academics of girls as compared to boys because they tend to watch girls progress more than boys, check their homework and mistakes. This finding was consistent with previous study conducted by the Conway and Houtenville (2008). Results of study revealed that parents seemed particularly interested in the academic achievements of their daughters. They discovered parents spent more time talking to their daughters about their school work. Further there exists no significant difference in the level of academic achievement of boys and girls as calculated t value was -1.479 which was lesser than the table value i.e. 1.9720. This finding was consistent with previous study conducted by Naderi et al. (2008). He carried out a study to infer whether intelligence and gender as predictors of academic achievement and results indicated that there was no significant difference between the academic achievement of male and female students. There exists significant difference in the level of parent involvement in academics of government and non-government school students as the calculated ‘t’ value was 2.348 which was higher than table value i.e. 1.9702 . So, the parents of non- government school students were more involved in academics as compared to government school students because they were full partners in their child’s education and other school activities. This finding was consistent with previous study conducted by Ritu et al. (2019). The result revealed that parental involvement of private senior secondary school students was more than the government senior secondary school student’s .They also concluded that the parents of private school are well conversant about the prospects of their child’s education. There exists significant difference in the level of academic achievement of government and non-government school students as the calculated ‘t’ value was 3.802 which was higher than the table value i.e. 2.6009. So, academic achievement of non-government school students was higher than that of government school students because non-government schools have more facilities in the school as compared to the government schools. This finding was consistent with previous study conducted by Rabiya Rasool (2019) on academic achievement of government and private school students with respect to school environment. In this study he revealed that private secondary school students showed higher academic performance than the government school students. There exists positive relationship between parent involvement and academic achievement of boys & girls and government & non-government schools where parent involvement in girls was .264 which was higher than that of boys i.e. .247 and parent involvement in non-government school students was .238 which was higher than that of government school students i.e. .235. This finding was consistent with previous study conducted by Jeynes (2005). He examined the relationship between parental involvement and the academic achievement of urban elementary school children. Analysis determined the effect sizes for parental involvement overall and subcategories of involvement. Result indicated a significant relation between parental involvement and academic achievement. So results of the study can be utilized to develop school programs associated with parental involvement in school activities, decisions and homework. These programs can be implemented to bridge the gap between home and school while improving student’s academic achievement. The findings of this study may serve as their basis in deciding what programs and policies would be changed and implemented in terms of parental involvement: parenting and student’s achievement. This study improves teacher performance. When parents have better communication with teachers they learn to value to work and the challenges that teachers face, which makes the teachers feel appreciated. Parents are more aware of, and become more actively regarding policies that affect their children’s education when parents are requested by the school to be part of the decision

making. Consistent parent involvement leads to improved communication and relations between parents, teachers and administrators. Children from diverse cultural background tend to better when parents and professionals work together to bridge the gap between the culture at home and the culture in school. This study was limited to selected schools of government and non-government and not selected all schools of study area. The findings and result of the study may serve as their input and foundations for further and more depth investigation in the future issues and concerns about parental involvement, parenting and student's achievement. School administrators and policy makers should continue to investigate ways to increase a parent's positive attitude about their children's education and demonstrate to parents that their attitude is related to their child's academic achievement.

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