

Parental Involvement and Academic Achievement of Secondary School Students of Assam

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Abstract

This study aims to look at the relationship between parental involvement and a secondary school student's academic progress. The goals of the research were to study parental involvement and secondary school student's academic achievement, to study parental involvement in secondary school students' education, to study the relationship between parental involvement and secondary school student's academic achievement, and to study the impact of parental involvement on secondary school student's academic achievement. To achieve these goals, the research was undertaken on secondary school students from Bordoloni Block of Dhemaji district, Assam. The findings revealed that parental involvement is critical in boosting academic attainment at the secondary level of education. The causal-comparative cum correlation methods were employed to achieve the aims of the current study descriptive survey.

KEYWORDS: Parental Involvement, Academic Achievement, Secondary School Students, Bordoloni, Dhemaji district.

Background of the study

Education is a never-ending process. Every child's first and lifelong teachers and guides are his or her parents. Parents are their children's principal advocates and sources of security throughout their lives. Parental participation is a social requirement that has a significant impact on children's academic achievement and development. Parents' first and most important responsibility is to look after their children as best they can, taking an interest in their well-being and monitoring their progress. In terms of commitment, empathy, and good esteem for children, successful parenting incorporates both effective components. There is a strong link between academic accomplishment and student achievement (Omar & Ahmad, 2018). The bonds that parents have with their children have a significant impact on the formation of the child's personality. In general, children will grow up to be happy, social people if their parents are calm, affectionate, mature, caring, and understanding. The majority of parents have high expectations. The commitment of resources to the child's educational endeavour might be regarded as parental participation. Parental involvement in school has a considerable beneficial association with student academic performance (Amponsah, Milledzi, Ampono, & Gyambrah, 2018). The term "parental engagement" has been used as a catch-all term that can refer to a variety of activities such as tutoring, monitoring, and making optimal use of time at home for studying. Any enrichment programme aimed at optimizing the potential of all children requires active parent-child engagement. Parental engagement refers to how parents participate in the development of their child's entire personality. In education research and policy, the role of parents in their children's education has become a hot topic. The most important concern is how to increase student achievement and

eliminate educational disparities. Parental participation and family-school partnerships are considered to be among the most effective educational strategies. Parents' involvement may change from one culture to the next and from one society to the next. Parental involvement is defined as a parent's level of interest in his or her child's education and life. Some schools encourage positive parental involvement through activities and voluntary work, but parents must occasionally take responsibility for their children's education. Stay updated in the classrooms, assisting our child with school activities, and understanding the necessary safety measures for the school are all ways we can guarantee that our child reaps the benefits of parental engagement.

The rationale of the study

The good attitude that parents have toward their child's education, teacher, and school is known as parental participation. Parental engagement was found to relate to improved student academic success. The majority of students' parents are involved in their education (Vijayalaxmi&Muniappan, 2016). Abdullah (2015) discovered a strong link between parental participation and learning achievement in secondary school in Kuala Terengganu, Malaysia, in Islamic education learning performance. Prema (2016), on the other hand, discovered that while less than 25% of parents are entirely involved in their child's education, over 50% of parents are moderately involved in their child's studies. In a study conducted in a Somali secondary school, Dahie, Mahemed, and Mahemed (2018) discovered that parents who are interested in their children's academic area tend to succeed higher, independent of socioeconomic class, ethnic background, or parental educational levels. Jaiswal (2018) discovered that parental education has a significant impact on their children's academic performance.

The investigator found considerable study gaps based on his analysis of the relevant literature, which piqued his interest in researching parental engagement in secondary school kids' academic progress. The literature found that a student's parental participation is positively connected, implying that a student's academic achievement rises in tandem with their parental involvement score. Secondary education seeks to enable students to explore information to find solutions to a variety of life issues, critical appraisal of achievement, and high-level man training to prepare students to adjust to the rising difficulties of the social-cultural structure. At this point, students require direction and support from a formal educational institution, as well as positive inter-personal interactions with their parents. As a result, the researcher has decided to focus on the parental involvement and academic accomplishment of secondary school pupils in Dhemaji's Bordoloni block.

Objectives of the Study

1. To study parental involvement in the education of secondary school students.
2. To study the relationship between parental involvement and academic achievement of secondary school students.
3. To study the impact of parental involvement on academic achievement of secondary school students.

Hypotheses of the study

1. There is high parental involvement in the education of secondary school students.
2. There is a positive relationship between parental involvement and academic achievements.
3. There exist a significant difference in the academic achievement score of students with high and low parental involvement scores.

Methodology

The present study addressed to investigate the link between parental involvement and secondary school students' academic achievement having average and high average parental involvement, therefore the researcher used different research methods such ascausal-comparative, descriptive survey, and correlation methods.

Population & Sample

All government secondary schools students of Bordoloni block of Dhemaji district in Assam were the population of the present study. Out of all govt. secondary school of Bordoloni block, 10 schools will be selected randomly. A total number of 100 samples will be considered from the selected schools, wherefrom each school 10 students will be taken into account randomly.

Tools & Techniques used

The following instrument was used in the current investigation to gather data from the sample groups.

Parental Involvement Rating Scale (PIRS):Investigator will use a parental involvement rating scale developed by C.Naseema& K. A.Gafoor (2001). This scale includes three items. The scale of validity is 0.72 and reliability is 0.61.

Academic scorecard: A scorecard was prepared by the investigator, in which the present academic score by the selected student of secondary school was recorded.

Procedure of data collection

The respondent or sample student will be distributed an academic achievement scorecard and a parental involvement rating scale to collect data from the specified sample group.

Statistical technique

As it was a quantitative study, the collected data were analyzed using both descriptive and inferential statistics. The cut-off score of the scale was computed such as above-average, low average and parental involvement, was followed. The present study used the t-test for comparing and Pearson's product-moment correlation for correlation analysis.

Conceptual framework

Sl No.	Objectives	Data source	Tool	Analysis
1	The study of parental involvement in the education of secondary school students	Secondary School students	Standardized EIS	Norm (cut off scores)
2	To study the relationship between the parental involvement and academic achievement of secondary school students	Secondary school students	EIS+AP Scores	Pearson(r)
3	To study the impact of parental involvement on academic achievement of secondary school students	Secondary school students	AP score	t-test

Interpretation of data

The current research, titled " Parental involvement and secondary school student's academic achievement of Assam " has been designed with three objectives:

Objective 1

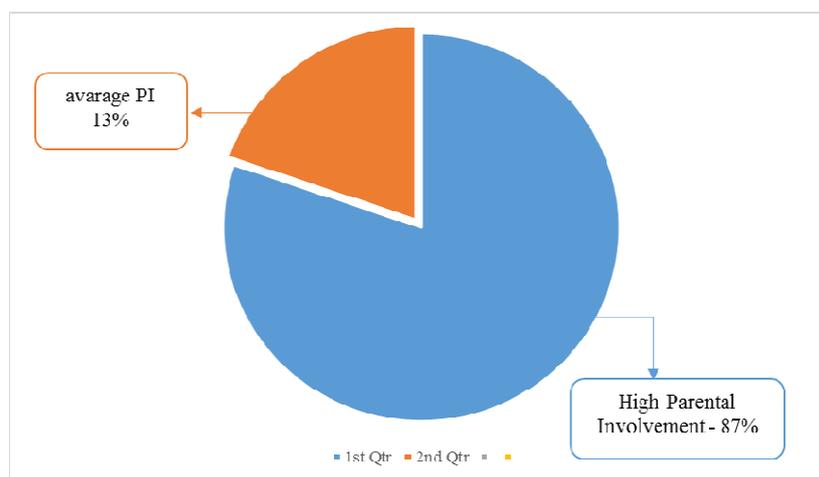
The primary objective of this study was to investigate parental involvement and academic achievement of secondary school students in the Dhemaji district's Bordoloni block. To accomplish this objective, the Parental involvement rating scale was used, and scoring was done rigorously according to the scoring guide, with special attention paid to the score negative and positive items. First, each respondent's raw score was obtained, and the cut-off score for the entire scale was calculated by multiplying the number of items and response options, revealing that the score range was 1 to 40 as determined by the results.

Hypothesis: There is a high parental involvement in the education of secondary school students.

Table-I: Cut off score of the parental involvement of students

Sl. no	Cut off score of response	No. of sample		Results
1	1-40	13	13%	Average
2	41-80	87	87%	High average

According to the data in table 1, approximately 87% had the highest average parental involvement score, while approximately 13% of respondents had an average parental involvement score, implying that all secondary school students have the highest average parental involvement score.

**Figure 1: percentages of parental involvement score**

The above data figure 1 shows some of the findings from table no. 1 where it was discovered that the average parental involvement score was around 13% and the highest average parental involvement score was 87%. so it can be concluded that all government secondary school students were having parental involvement.

Objective 2

The study's second objective was to examine the link between parental involvement and secondary school children's academic achievement. To accomplish this objective, the parent's involvement in their students academic achievement was organised and placed into SPSS, and Pearson's product-moment coefficient of correlation was obtained, as shown in the table below -

Hypothesis: There is a positive relationship in parental involvement and the academic achievements.

Table-II: N and Pearson's coefficient of correlation value in parental involvement and academic achievement of student:

Variables	N	coefficient of the correlation value
Parental involvement	100	-0.06243
Academic achievement	100	

Parental involvement and academic achievement have an average positive and negative correlation. The data table 2 above provides information on variable names, N, and coefficient correlation value, from which it is determined that the Pearson's Product-Moment Coefficient of the correlation value is - 0.62, indicating a strong positive or negative correlation, and thus the formulated alternative hypothesis, that there is a positive relationship between parental involvement and secondary school student academic achievement, is accepted.

Objective 3

The last objective of the study is to investigate the impact of parental involvement on secondary school students' academic achievement. The study's third objective was to compare parental involvement in secondary school students' academic achievement. After scoring the data, the entire data on parental involvement was divided into two parts: above-average parental involvement and low average parental involvement among students. The data was then entered into SPSS (Statistical Package for Social Science) and a t-test was used to compare mean values. The t-test results are shown in the table below.

Hypothesis: There is exist significance in the academic achievement score of secondary school students with higher and lower parental involvement score.

Table-III: Analysis of significance between the academic achievement score of students with high and low parental involvement scores

PIS	Mean	SD	N	df	t-test
Above PIS	288.73	37.15	60	98	0.687
Low PIS	291.85	37.54	40		

In terms of parental engagement, the above data table illustrates the Mean, SD, N, DF, and table values for both above and below. The obtained t values (0.687) were the table values (1.98) at 0.05 level of significance, denoting that the mean parental involvement scores of the secondary school above and below do not differ substantially from the obtained t- values (0.687) were the table values (1.98) at a significance level of 0.05, thus the null hypothesis that there is no significant difference between the mean parental involvement score of above and below is accepted. As a result, the scores for parental participation in the above and below groups do not differ significantly.

Results and conclusions

Main findings

- a) According to the study's findings, around 13% of pupils have low average parental involvement, where as 87% have a high average parental involvement rating scale score.
- b) The study also reported a negative correlation in between parental involvement and academic achievement of secondary schools students of Assam.
- c) The study found no statistically significant difference between the parental involvement score of above parental involvement and the parental involvement score of low parental involvement.

Conclusion

Based on the analyses of the above research results, it can be concluded that parental involvement plays an important role in increasing academic achievement at the secondary level of their education, suggesting that school-level efforts should be made by stakeholders to increase parental involvement in the student to a large extent, which will ultimately help them for their overall development. It is not the responsibility of a teacher to only ensure the children's development.

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