



"Relationship between Parental Involvement and Academic Achievement of Higher Secondary Students"

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Abstract:

The present study aims to find out extent of relationship between academic achievement and parental encouragement representative sample of 400 higher secondary school students 200 male students and 200 female students were taken by using simple random sampling technique. the tools used were Parental Encouragement Scale by Kusum Agarwal (1998), Personal Data Form (english version). The study revealed a significant positive relationship between academic achievement and parental encouragement.

INTRODUCTION

Educational achievement is said to one of the major achievement in life. It is education that determines and contributes to the level of prosperity, welfare and security of the people. After independence, crores of rupees have been spent to open new schools and colleges and to provide adequate equipment and other facilities. Committees and commission have recommended a number of schemes to attract the children towards schools and number of strategies and methods has been suggested to bring qualitative improvement in education so that the students could achieve the satisfied educational goals. Academic achievement contributes to happiness, satisfaction, comfort and well being of the individual. A number of studies have been conducted in other countries on parental encouragement that are considered as the greater influencing factors of academic achievement. A little information is found in the Indian Literature on such significant factors. So the investigator is inspired to put his efforts in this field and it is believed that the finding will aid in future researches and help the students in attaining desirable academic success.

PARENTAL INVOLVEMENT

Researchers and policy makers have long known that family background is an important determinant of success in school, yet they know much, less about why this is the case. Parent child relationship at home allows parental encouragement to help promote the students to achieve academic success. A well-rounded family and stable environment is most likely to give a child a positive future and influence. A positive influence supports a child usually to become a positive and prosperous student. Parental encouragement is said to be having an awareness of and involvement in school work, understanding of the interaction between

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parenting skills and student success in schooling, and a commitment to consistent communication with educators about student progress. The term "parents" refers to biological parents, adoptive and stepparents, and primary caregivers (e.g. grandmother, aunt, brother).

OBJECTIVES OF THE STUDY

1. To find out the relationship of academic achievement in relation to parental involvement among higher secondary school students
2. To find out the relationship of academic achievement in relation to parental involvement among higher secondary school male students
3. To find out the relationship of academic achievement in relation to parental involvement among higher secondary school Female students

STATEMENT OF THE PROBLEM

"Relationship between Parental Involvement and Academic Achievement of Higher Secondary Students"

IMPORTANCE OF THE STUDY

Academic achievement is considered as the basis for selection for higher education and jobs. It is supposed to bring about and contribute towards the prosperity, happiness, satisfaction and well-being of the individual. A number of psychological correlates effect the academic achievement of the students. The significance of parental encouragement can't be denied. Parental encouragement motivates the students. Parental encouragement is an awareness of schoolwork, understanding of the interaction between parenting skills and student's success in schooling. The present study was taken up to explore the influence of parental encouragement on the academic achievement of the higher secondary school students in Punjab. Through the results and suggestions the parents and teacher were advised to provide healthy environment adequate motivation and encouragement to help the students to achieve to their maximum. Suggestion through the results of the study was made which would prove to be beneficial for future researches.

REVIEW OF RELATED LITERATURE:

William et. Al (1968) explored the relationship among social class, parental encouragement and educational aspirations, he concluded that parental encouragement appears to have its strongest effect on the college plans of males and females who scores high on intelligence and came from families occupying relatively high socioeconomic position.

Astone et.al (1991) conducted a study on family structure parental practice and high school completion. He confirmed through the results that children who live with single parents or stepparents during adolescence receive less encouragement and less help with school work than children who live with both natural parents and parental involvement and encouragement have positive effects on children's school achievement.

Muller (1998) conducted a study on gender deterrence in parental involvement and adolescents' mathematic achievement. He revealed that gender difference in grade 8 test score and gains from Grade 8 to 10 were found only when parental involvement and achievement in similar for girls and boys and diminishes over the course of high school to the point that parental involvement has eventually no relationship to the gains in achievement made by seniors.

HYPOTHESES

1. There is no significant relationship of academic achievement in relation to parental involvement among higher secondary school students
2. There is no significant relationship of academic achievement in relation to parental involvement among higher secondary school male students
3. There is no significant relationship of academic achievement in relation to parental involvement among higher secondary school female students

DELIMITATIONS OF THE STUDY

1. The study was restricted to Bathinda and Mansa districts of Punjab only.
2. The study was restricted to 400 Higher Secondary School Students.
3. The study was focused on academic achievement in relation to parental involvement only.

METHODOLOGY

TOOLS

- ▲ Parental Encouragement Scale by Kusum Agarwal (1998).
- ▲ Personal Data Form.

SAMPLE

For the present study of 400 Higher Secondary student sample was taken from bathinda and mansa district in punjab selected by simple random sampling on the basis of literacy rate.

DESIGN OF THE STUDY

Descriptive survey method was employed in the present study on the sample of 400 Higher Secondary student randomly selected from the two district of Punjab.

ANALYSIS

The collected data was classified as per different categories. Suitable statistical tools mean, standard deviation, correlation was employed for analysis and interpretation.

RESULTS AND DISCUSSIONS

TABLE NO 4.1
TABLE SHOWING THE RESULT OF RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL INVOLVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

Variable	Sample group	N	Mean	SD	r	Result
academic achievement	School Students	400	356.20	66.77	0.05	Significant
parental involvement	School Students	400	274.33	51.42		

INTERPRETATION

Table 4.1 shows that mean scores of academic achievement and Parental involvement among Higher Secondary School students which are respectively 356.20 & 274.33 The computed r-value is 0.05 which has been found to be significant at 0.01 and 0.05 level of significance. This means that there exists significant relationship of academic achievement in relation to parental involvement among higher secondary government school students. Hence the hypothesis "There is no significant relationship of academic achievement in relation to parental involvement among higher secondary school students" stands rejected.

TABLE NO 4.2
TABLE SHOWING THE RESULT OF RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL INVOLVEMENT AMONG HIGHER SECONDARY SCHOOL MALE STUDENTS.

Variable	Sample group	N	Mean	SD	r	Result
academic achievement	male school students	200	366.76	63.78	0.02	Significant
parental involvement	male school students	200	271.33	54.30		

INTERPRETATION

Table 4.2 shows that mean scores of academic achievement and Parental involvement among Higher Secondary School male students which are respectively 366.76 & 271.33. The computed r-value is 0.02 which has been found to be significant at 0.01 and 0.05 level of significance. This means that there exists significant relationship of academic achievement in relation to parental involvement among higher secondary school male students. Hence the hypothesis "There is no significant relationship of academic achievement in relation to parental involvement among higher secondary school male students" stands rejected.

TABLE NO 4.3
TABLE SHOWING THE RESULT OF RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENTAL INVOLVEMENT AMONG HIGHER SECONDARY SCHOOL FEMALE STUDENTS.

Variable	Sample group	N	Mean	SD	r	Result
academic achievement	female school students	200	345.65	67.97	0.01	Significant
parental involvement	female school students	200	277.64	58.10		

INTERPRETATION

Table 4.3 shows that mean scores of academic achievement and Parental involvement among Higher Secondary School female students which are respectively 345.65 & 277.64. The computed r-value is 0.01 which has been found to be significant at 0.01 and 0.05 level of significance. This means that there exists significant relationship of academic achievement in relation to parental involvement among higher secondary government school female students. Hence the hypothesis "There is no significant relationship of academic achievement in relation to parental involvement among higher secondary government school female students" stands rejected.

CONCLUSIONS

There is a significant relationship between academic achievement and parental involvement. It does not vary strongly with respect to sex.

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