



PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS

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Abstract

The present research was conducted to study the parental involvement on academic performance of the higher secondary students. For this 64 higher secondary students studying 12th standard in various schools functioning in and around Puducherry were approached at random and data was collected using questionnaire. The Parental Involvement in Schooling scale constructed and standardized by Steinberg et al., (1992) was used for data collection. Purposive sampling method was used for selecting the students. The collected data were statistically analyzed using 't' test. The findings revealed that there was parental involvement has a significant effect on the academic performance of higher secondary students. The study also found that parental involvement is more perceived by female students than male students.

Key words: Parental Involvement, Academic Achievement, Higher Secondary Students and Gender.

INTRODUCTION

Parental care and involvement is an important aspect in the growth and development of everyone's life. Particularly the present day education system makes every parent to be anxious to make their children as toppers. Especially when their ward is at higher secondary class they need to concentrate on their studies to make to compete with the present global educational scenario. The role of every parent in managing their children's educational experiences at home and at school has long been considered critical for children's success in school and achievement of goals. At the same time the perception of parental involvement by the wards is also equally important because it is very much essential for building confidence and sense of being loved and treatment of individuality. Several studies are of opinion that adolescent students when undergo biological growth, cognitive growth and social development, they do build constructive family relationships, especially the parent-adolescent relationship (Adams & Berzonsky, 2003; Grolnick, Price, Beiswenger, & Sauck, 2007; Lerner & Steinberg, 2004; Smetana, Campione-Barr, & Daddis, 2004; Steinberg & Silk, 2002).

Parental involvement has a great impact on the performance and achievement of the students (Sheldon and Epstein, 2005; Sirvani, 2007). Studies also proved that parental involvement has significant effect on test performances and academic

assessment (Desimone, 1999; Domina, 2005; Jeynes, 2005). The various aspects of parental involvement have differential effects on students' academic outcomes (Domina, 2005; Fan & Chen, 2001; Jeynes, 2005).

Hence it becomes important to understand the involvement of parents in schooling of their children and its impact on the academic performance. On this ground an attempt was made to study the effect of parental involvement on the academic achievement of higher secondary students of Union Territory of Puducherry.

OBJECTIVE

- To study the effect of parental involvement on the academic performance of higher secondary students.
- To study the gender difference in the perception of parental involvement of the higher secondary students.

HYPOTHESES

- There will be no significant difference in the academic performance of the higher secondary students on the basis of their perception of parental involvement.
- There will be no significant difference in the perception of parental involvement of the higher secondary students on the basis of their gender.

METHOD

Population

The population of the study was students' studying in different Higher Secondary Schools of Puducherry region. The population consists of 64 higher secondary students studying 12th standard were approached at random both from Govt. and private schools based on their performance in the periodical tests and examinations held in the 11 standard. The data were collected individually from the students using a questionnaire. Purposive sampling method was employed.

Tool used

Parent Involvement Scale (PIS)

The Parental Involvement in Schooling scale constructed and standardized by Steinberg et al., (1992) assesses the degree to which parents assist their child with homework, attend extracurricular activities, and help with class selection. The scale consists of 5 items on a 4- point Likert type scale ranging from 1 to 4. The scale is having Cronbach's alpha of 0.63.

Academic Performance Indicator

Test marks and ranks secured by the students in the class 11 examinations held during last year were used as the performance indicators.

RESULTS AND DISCUSSION

Table No.1 showing the mean, SD and t-value for perception of parental involvement of school students on the basis of academic performance.

Variable	N	Mean	Std. Deviation	Std. Error Mean	t	LS
Poor Performers	23	13.43	2.273	.474	10.45	0.001
Better Performers	41	19.15	1.740	.272		

Several studies found that parental involvement is consistently found to be positively associated with the academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). The result presented in the above table also reveals that better performers perceive more parental involvement (19.15) than poor performers (13.43). This shows that the children who perceive high parental involvement can perform better in their academic activities rather than the children who perceive low parental involvement. The difference between the mean scores of perceived parental involvement is established by the obtained t value (10.45) which is statistically significant at 0.001 level. Hence it may be concluded that parental involvement has significant effect on the academic performance of the students.

Table No.2 showing the mean, SD and t-value for perception of parental involvement of school students on the basis of gender.

Variable	N	Mean	Std. Deviation	Std. Error Mean	t	LS
Male	36	16.17	3.385	.564	2.64	0.01
Female	28	18.29	3.004	.568		

From the above table it is visible that the female students perceived more parental involvement (18.29) in bringing them up, caring and support than male students (16.17). Though the parents may not show any difference in bringing up their children irrespective of their gender, female children tend to perceive or understand the involvement of their parents rather than male children. But the difference between the mean scores was established by the obtained t value (2.64). Hence it may be concluded that female students can better receive and understand the involvement of the parents in their progress than male students.

CONCLUSION

From the study it is evident that higher secondary students who perceive high parental involvement show comparatively better performance than those students who perceive low parental involvement. To support this finding the study conducted by Wilder (2014), also reported that there is a positive relationship between parental involvement and academic achievement. From this it may be concluded that high parental involvement helps the students to perform better. When comparing the gender, female students perceive more parental involvement than male students.

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