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PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

The term "parent involvement" is getting an imperative status in the field of education. It includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children to improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can

volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing education for the community's children. The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, the research shows that the more intensively parents are involved in their children's learning the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students. The research also shows that if parent involvement begins the earlier in a child's educational process, the effects will be more powerful. Educators frequently point out the critical role of the home and family environment in determining children's school success, and it appears that the earlier this influence is "harnessed," the greater the likelihood of higher student achievement. In this study an attempt has been made to explore the relationship between academic achievement and parental involvement among high school students. The study also analyzed differences in gender and living place among 300 high school students.

KEYWORDS: Parental Involvement and Academic Achievement , monitoring homework.

INTRODUCTION

In olden days, parents did not involve more in the studies of their children. But the trending world today demands more involvement of parents in the education of their children. Vaden-Kierman & McManus (2005) pointed out, "Parent



involvement is a crucial force in children's development, learning, and success at school and in life. Decades of research in the area of family involvement have time and again supported the simple fact that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. Parent involvement in education has many faces and assumes varying degrees from the simple question asked at the dinner table: "How was school today?" to the daily checking and signing off on homework completion, to regular visits to the library, museums, cultural and art events, to participating in program evaluation and other decision making activities. Given this wide variety of parent involvement "definitions," it is often challenging to compare information across studies, fields, and programs. One of the reasons a widely accepted definition is lacking is that family involvement is a complicated concept. Some factors that must be taken into consideration are child characteristics and development, beliefs and expectations of the family and school, the different roles parents, students, and teachers play, cultural perspectives and life demands, and policies that outline or mandate schools to forge relationships with families. All these contribute to what is known as school family partnerships". This opinion is true for all the countries and all the parents.

PARENTAL INVOLVEMENT

Pennsylvania Cyber Charter School (2015) describes parent involvement in their children's education as, "Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that (a) parents play an integral role in assisting their child's learning; (b) parents are encouraged to be actively involved in their child's education at school; and (c) parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child". Epstein (2001) pointed out, "A school learning community welcomes all families. Many schools serve a diverse range of students, including new immigrants and refugees. The parents of such students, like all parents, want their children to succeed in school. These children, like all students, do better when their parents and teachers are partners. In a welcoming school, educators appreciate differences and involve all families in many ways throughout the school year". This concept is true for all the countries.

When talking about the importance of parental involvement in their children's education, Gaitan (2004) writes, "Educators believe that parents need to engage actively with the school and not relinquish their parenting responsibilities to the school Parental Involvement and Academic Achievement". Patrikakou et al. (2005) pointed out, "Parent involvement is a crucial force in children's development, learning, and success at school and in life. Decades of research in the area of family involvement have time and again supported the simple fact that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. Parent involvement remains a strong predictor of academic achievement even for high school students. It is important to debunk the popular myth that parents' influence over their children withers as they enter adolescence. Often, both parents and school personnel misinterpret the adolescents' desire for autonomy as a developmental barrier to family involvement. However, studies have indicated that high school students believe they can do better at school if they know that their families are interested in their schoolwork and expect them to succeed, thus challenging the prevalent view that adolescents do not want their parents involved at all. Research has also shown those children's learning and behavior. Children whose parents are involved in their learning do better at school, both academically and behaviorally". In Indian situation also, the same trend exists.

OBJECTIVES OF THE STUDY

- To study the significant difference in academic achievement of high school students with respect to gender.
- To study the significant difference in parental involvement of high school students with respect to gender.
- To study the significant difference in academic achievement of high school students with regard to locality.
- To study the significant difference in parental involvement of high school students with regard to locality.

HYPOTHESES OF THE STUDY

1. There is no significant difference in academic achievement of high school students with respect to gender.
2. There is no significant difference in parental involvement of high school students with respect to gender.
3. There is no significant difference in academic achievement of high school students with regard to locality.
4. There is no significant difference in parental involvement of high school students with regard to locality.

Sample

The sample for the present study was selected in purposive sampling method. The total sample size is 300 high school students in and around Chennai.

Tool: Parental Involvement scale prepared by the investigators for the study.

RESULTS AND DISCUSSION

Table 1: Academic Achievement and Parental Involvement in terms of Gender and Locality

Variables	Category	N	Mean	SD	Std. Error	t-value
Academic Achievement	Boys	150	63.8333	18.04968	1.47375	1.602* NS
	Girls	150	60.6200	16.65910	1.36021	
	Rural	160	63.2500	18.01153	1.42394	1.094* NS
	Urban	140	61.0571	16.69178	1.41071	
Parental Involvement	Boys	150	64.5000	10.38698	.84809	11.946* S
	Girls	150	51.5600	8.25230	.67380	
	Rural	160	63.8250	10.49561	.82975	11.385* S
	Urban	140	51.4071	8.37596	.70790	

From Table-1, the t-values 1.602 and 1.094 are not significant at 0.05 level. It reflects that the mean academic achievement score is not differing significantly among gender and locality. Hence, the hypotheses 1 and 3 are accepted.

And also it can be observed from the above table, the t-values 11.946 and 11.385 are significant at 0.01 level. It reflects that the mean parental involvement score is differing significantly among gender and locality. Hence, the hypotheses 2 and 4 are rejected.

FINDINGS

1. There is no significant difference in academic achievement of high school students with respect to gender.
2. There is significant difference in parental involvement of high school students with respect to gender.
3. There is no significant difference in academic achievement of high school students with regard to locality.
4. There is significant difference in parental involvement of high school students with regard to locality.

CONCLUSION

The academic achievement of the students depends upon the cooperation between the parents and school of the students. It will take more time and strong efforts to create the partnership among the parents and the school. Severe efforts should be taken from both the sides to maintain a fruitful partnership. Regarding parental involvement, girls also should be given equal importance by the parents.

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