



PARENT INVOLVEMENT AND TEACHER INVOLVEMENT OF VIII STANDARD STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

G. Shanthi¹ and Dr. S. Arulsamy²

¹M.Ed. Student, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

²Assistant Professor, Department of Education, Bharathiar University, Coimbatore, Tamil Nadu.

ABSTRACT

The present study was explored to find out the parent involvement and teacher involvement of VIII standard students in relation to their academic achievement. Survey method was used. A simple random sample of 200 Parents and 130 Teachers from Government, Govt. Aided and Private schools was chosen from Coimbatore district. Data was analyzed by Correlation Coefficient. Results found that there is no significant relationship between parent involvement and academic achievement of VIII standard students in terms of gender and there is no significant relationship between teacher involvement and academic achievement of VIII standard students in terms of teacher's qualification.

KEYWORDS: Parent Involvement, Teacher Involvement, Academic Achievement, VIII Standard Students.

INTRODUCTION

Education gives knowledge about good values, ethical and moral responsibilities in life. It helps to acquire new skills that will impact the development in life. According to Nunn (1980) "Education is the complete development of the individuality of the child, so that he/she can make an original contribution of human life to the best of his capacity." All round development of personality is the ultimate goal of education and therefore, the learning experiences provided in the family and the school contribute towards the achievement of this end. When the parents and teachers are rational and their attitude towards the child is logical and considerable, it is sure that children will pick up a behaviour pattern which is analytical and cooperative. Children are the hope of the future. They are the central focus of sustainable development and the future of our society. Education for the children not only starts from the school, but it starts from the home itself. A child looks upon his parent's for active support and involvement in their Education. Parents who value education, set expectations and encourage learning at home are the most effective advocates for their child. The teacher is second parent for the student. They provide guidance and advice to students on educational and social matters and on their future education and future careers.

NEED AND SIGNIFICANCE OF THE STUDY

All Parents want their children to become successful, caring adults, but they focus only on earning and professional commitment. Commonly parents do not realize the significant of their participation in children academic activities. The realities of everyday life, such as work schedules, child care arrangements and home situations may prevent from actively participating in their child's education. Parents are the teachers and guides for the children behaviour; they are volunteers in school based programmes. According to Henderson and Berle (2002) When Parents are involved in their children's education at home, they



do better in school, it makes children go further school. Lack of Parent and Teacher involvement makes the children emotionally and mentally disturbed. Parent and Teacher's involvement fulfils the emotional requirement of the children in terms to improves the Academic Achievement.

OBJECTIVES OF THE STUDY

- To find out the relationship between parent involvement and academic achievement of VIII standard students with respect to gender.
- To find out the relationship between teacher involvement and academic achievement of VIII standard students with respect to qualification.

HYPOTHESES

1. There is no significant relationship between parent involvement and academic achievement of VIII standard students.
2. There is no significant relationship between parent involvement and academic achievement of (i) Male and (ii) Female students of VIII Standard.
3. There is no significant relationship between teacher involvement and academic achievement of VIII standard teachers with respect to qualification (i) Under Graduate (ii) Post Graduate.

METHODOLOGY

Normative Survey Method was used in this study. Simple Random Sampling Technique for selecting the sample consists of 200 Parents and 130 Teachers from Government, Govt. Aided and Private schools in Coimbatore district.

Description of the Tool

Parent and Teacher Involvement Questionnaire was developed by the researcher and validated by research guide in order to measure the involvement of parents related to academic achievement of their children and student. The 5-point rating scale was used. After completing the tool constructing, the researcher did a Pilot Study Phase. The pilot study is concerned with refining the items in the tool.

Item Analysis

The item analysis procedure resulted in the elimination of 11 items from Parent Involvement questionnaire and 8 questions from Teacher Involvement questionnaire. Each of the items was responded on a 5-point scale. The options were: Always, Often, Sometimes, Rarely and Never. Responses to the statements were scored by the following Likert Method.

Validity

To establish the content validity, the modifications given by the research guide was implemented in the tool and it was tested by item analysis.

Reliability

The reliability of the tool was established by Cronbach's Alpha method using SPSS package. The reliability of the Parent Involvement tool based on Cronbach's Alpha method was 0.917 and Teacher Involvement tool was 0.684. This indicates high and moderate reliability.

Hypotheses Testing

Table 1: Relationship between Parent involvement and Academic Achievement of VIII Standard Students

N	Variables	r-value	P	Result
200	Parent Involvement	0.05	0.73	Not Significant
200	Academic Achievement			

Table-1 depicts that the r-value 0.05 is not significant at 0.05 level. Hence the hypothesis-1 is accepted. Thus there is no significant relationship between parent involvement and academic achievement of VIII standard students.

Table 2: Relationship between Parent involvement and Academic Achievement of VIII Standard Students with respect to Gender

Gender	N	Variables	Mean	r-value	P	Result
Male	99	Parent Involvement	111.08	-0.12	0.24	Not Significant
		Academic Achievement	309.75			
Female	101	Parent Involvement	119.41	-0.12	0.23	Not Significant
		Academic Achievement	302.50			

Table-2 shows that the r-value is -0.12 which is not significant at 0.05 level. Hence the hypothesis-2 is accepted. Thus there is no significant relationship between parent involvement and academic achievement with respect to male and female students of VIII standard.

Table 3: Relationship between Teacher Involvement and Academic Achievement of VIII Standard Students with respect to their Qualification

Qualification	N	Variables	Mean	r-value	P	Result
Under Graduate	51	Teacher Involvement	72.63	0.01	0.92	Not Significant
		Academic Achievement	284.33			
Post Graduate	79	Teacher Involvement	73.10	0.08	0.48	Not Significant
		Academic Achievement	280.15			

From Table-3, the r-value for teacher involvement and academic achievement with respect to teachers U.G. Qualification (0.01) is not significant at 0.05 level. It can be concluded that there is no significant relationship between teacher involvement and academic achievement with respect to teachers U.G. Qualification.

Table-3 also shows that the r-value for teacher involvement and academic achievement with respect to teachers P.G. Qualification (0.08) is not significant at 0.05 level. Thus there is no significant relationship between teacher involvement and academic achievement with respect to teachers P.G. Qualification.

EDUCATIONAL IMPLICATIONS

- Parent and teacher Involvement is an important part of the schooling process and it improves the student behavior, attendance and achievement.
- Parents can demonstrate involvement at home by reading with their children, helping with homework and discussing school events, by attending functions or volunteering in classrooms.
- Teacher should encourage the student's special skills, and create a supportive environment.

CONCLUSION

Parents are usually busy with their own life. Both of them are employed and give more importance to earning and their professional development. So there should be a need of parent and teacher

involvement in children's education. Parent and Teacher Involvement activities should be effectively planned and well implemented, results in substantial benefits to children, parents, educators and the school. Successful Parent Involvement can be defined as the active, ongoing participation of a parent or primary caregiver in the education of his/her child.

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