



PARENTAL INFLUENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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ABSTRACT :

The present study was explored to find out the parental support and academic achievement of higher secondary students. Survey method was conducted on a random sample of 200 XI standard students in Dindigul district. Parental Involvement Scale developed by the investigator and Academic Achievement from the marks secured by students in their examination. Data was analyzed by t-test. Results found that there is significant difference in parental involvement and academic achievement of XI std. students based on gender, locality and parent's educational qualification.



KEYWORDS : Parental Involvement, Academic Achievement, Higher Secondary School Students.

PARENTAL INVOLVEMENT

It is defined as a positive interaction between a parent and their child. It includes a wide range of behaviors but generally refers to parents and family members use and investment of resources in their children's schooling. Parent's involvement is engaged participation by parents of students in a consistent organized and meaningful way in the consultation planning.

ACADEMIC ACHIEVEMENT

It is an essential aspect in the life of a child. It is measured in terms of academic achievement activities of the students in success or failure of a student. It is generally regarded as the display of knowledge attained or skills developed in the school subject (Busan 2000). It is the level of performance in school subjects as exhibited by an individual. In the school setting it is referred to as the exhibition of knowledge attained or skills developed in school subjects.

OBJECTIVE OF THE STUDY

- To find out the parental involvement of XI standard students with respect to their gender, locality and parent's educational qualification.
- To find out the academic achievement of XI standard students in terms of their gender, locality and parent's educational qualification.

HYPOTHESES

1. There is no significant difference in parental involvement of XI standard students in respect of gender.
2. There is no significant difference in parental involvement of XI standard students in respect of locality.
3. There is no significant difference in parental involvement of XI standard students in respect of parent's educational qualification.
4. There is no significant difference in academic achievement of XI standard students in respect of gender.
5. There is no significant difference in academic achievement of XI standard students in respect of locality.
6. There is no significant difference in academic achievement of XI standard students in respect of parent's educational qualification.

METHODOLOGY

Survey method was used for this study. The sample selected for the study consisted of 200 XI standard students in Dindigul District of Tamil Nadu State. Purposive random sampling method was employed. Parental Involvement Scale developed and validated by the investigator. For Academic Achievement Examination marks was taken. The collected data was analyzed using by t-test.

Analysis of Data

Table 1: Parental Influence of Higher Secondary School Students based on Gender

Gender	N	Mean	SD	't' value	Level of Significance
Boys	100	37.15	9.368	3.830	0.01
Girls	100	42.20	9.277		

Form Table-1, the calculated t-value 3.830 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-1 is rejected.

Table 2: Parental Influence of Higher Secondary School Students based on Locality

Locality	N	Mean	SD	't' value	Level of Significance
Rural	100	43.22	9.82	4.634	0.01
Urban	100	49.14	8.17		

Table-2 shows that the calculated t-value 4.634 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-2 is rejected.

Table 3: Parental Influence of Higher Secondary School Students based on Parent's Educational Qualification

Parent's Educational Qualification	N	Mean	SD	't' value	Level of Significance
Graduate	100	66.03	12.217	2.734	0.01
School Level	100	61.23	12.613		

Table-3 depicts that the calculated t-value 2.734 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-3 is rejected.

Table 4: Academic Achievement of Higher Secondary School Students based on Gender

Gender	N	Mean	SD	't' value	Level of Significance
Boys	100	46.77	5.067	3.231	0.01
Girls	100	52.08	15.63		

Form Table-4 the calculated t-value 3.231 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-4 is rejected.

Table 5: Academic Achievement of Higher Secondary School Students based on Locality

Locality	N	Mean	SD	't' value	Level of Significance
Rural	100	45.77	6.21	5.4983	0.01
Urban	100	51.09	7.42		

Form Table-5, the calculated t-value 5.4983 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-5 is rejected.

Table 6: Academic Achievement of Higher Secondary School Students based on Paren'ts Educational Qualification

Parents Educational Qualification	N	Mean	SD	't' value	Level of Significance
Graduate	100	42.80	11.18	4.377	0.01
School Level	100	48.59	7.07		

Form Table-6, the calculated t-value 4.377 is greater than the table value 2.58 at 0.01 level of significance. Hence the hypothesis-6 is rejected.

CONCLUSION

The findings of the present study indicates that there exist the parental involvement is higher for girls and also urban students. On this way girls have higher academic achievement and also in urban area. The academic performance of the students could be improved with the help of parent teachers association. Parents should be motivated to involve the academic works of their children which would increase the academic achievement. Love and affection are the means to fill the aching hearts of the students with pleasure. Children should be inspired to express their views and problems unhesitatingly. Lack of discipline should be avoided in the class room teaching. Parents should acknowledge the feelings of their children. There should be an attempt to encourage the children for proper acts.

RECOMMENDATIONS

- Parental influence is the fundamental factor for any achieving child.
- Schools and families work together to support learning everyone benefits
- Every higher secondary school should have guidance and counseling cell run by trained counselors.
- A few assessment test teacher should start remedial coaching low achievers.
- Parents teacher meeting, seminar must be conducted frequently

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