



A Study On Parental Involvement In Academic Achievement Of Secondary School Students At Deomali, Tirap District Of Arunachal Pradesh

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ARTICLE INFO ABSTRACT

The present study was undertaken to study the impact of parental involvement on academic achievement of secondary school students at Deomali Block in Tirap District of Arunachal Pradesh. The study adopts a descriptive research design with mixed method of data collection. The population of the study were the parents, guardians, teachers and the students studying in grades VI - X of secondary schools affiliated to CBSE under Deomali Education Block with a sample size of five hundred and seventy six (N=576) through random sampling were included. The purpose of the study was to analyse the relationship of academic achievement with parental involvement. A self-developed questionnaire on parental involvement for teachers, parents and students was used for data collection along with school academic records for the academic session 2023-2024 has been taken as scores and record. The present study found that there is a significant gender differences between the academic achievement levels of low and high levels of parental involvement showing a significant difference between the academic achievement of boys and girls. The present study reveals that the parental involvement plays an important role in academic achievement of students. Therefore, school authority should conduct awareness programme and workshops centered on child caring for parents. However, a parent-teacher association will also make an effective initiative to solve the ignorant parents in child's academic activity.

Keywords: *Parental Involvement, Students, Academic Achievement, Secondary School.*

1. INTRODUCTION

Parental involvement in the academic development is of major importance at adolescence stage. Holloway et al. (2008) defined parent involvement as an initiation of home-based behaviours like monitoring homework and school-based activities such as participating in school events and corresponding with teachers. Studies reported a significant positive relationship between parental involvement and scholastic achievements of students (Rafiq et al. 2013; Biramo, et al. 2017; Otani, 2017; Singh, S.R., & Choudhary, 2017). One must work for accomplishment through diligent work and tirelessness. Children are born with incredible ability of learning and this seed of learning is sowed at home and is manifested by education they receive.

In a global context, involvement of parents in school has long been hailed as a significant and advantageous variable pertaining to children's academic and socio-emotional development. According to an ecological framework, a child's socio-emotional and cognitive development is positively impacted by reciprocal positive interactions between these two important socializing environments, families and schools (Bronfenbrenner, 1987). Research has shown that parental involvement in education is positively correlated with academic achievement (Perez Sanchez et al., 2013; Tarraga et al., 2017), that it improves children's academic

performance and self-esteem (Garbacz et al., 2017), and that it increases school attendance and retention (Ross, 2016).

Deomali is small sub-divisional town located in Tirap District of Arunachal Pradesh, India. It is located at 27°09'30.85" N: 95°28'41.38" E. As of 2011 census Deomali had a population of 6,648. Males constitute 53% of the population and females 47%. Deomali has an average literacy rate of 81.86%, higher than the national average of 59.6%: male literacy is 86.77% and female literacy is 76.71%. According to census 2011 the languages and dialects spoken in Deomali are, Nocte is spoken by 2,090 people, Bengali by 762, Assamese by 573, Nepali by 551 people, Bhojpuri by 462 people, Hindi by 452 people and Wancho by 316 people. The area is mainly inhabitat by Nocte tribe, besides the place is also inhabitat by business man from other parts of India, migrant labourers, state government and central government employees etc. The main occupation of the people of Deomali is agriculture and horticulture.

2. REVIEW OF RELATED LITERATURE

Sibi, K.B. & Meera, K.P. (2022): The objectives of the study was to assess the status of parental involvement among secondary school students in coastal areas and to compare it with gender and other parental involvement dimensions using a descriptive survey method with the "Parent Involvement Questionnaire" composed of 100 students in coastal areas in Kerala's Thrissur District (Sibi & Meera, 2020). The findings revealed that the Parental Involvement is not found optimum among coastal area students. The results supported that there is not a noticeable variation in the level of parental participation in male and female coastal area students. The outcome also demonstrates that there is significant difference between male and female pupils with reference to school and social based aspects of parental participation.

Piang, V.K & Leksansern, A. (2021): The researcher investigated the relationships between six types of parent involvement suggested by Epstein comprising type; parenting, learning at home, communicating, volunteering, decision making, and collaborating, and students' academic performances comprising engagement, achievement in term of grade, attendance and attitude toward school in Kalay, Myanmar. Analysis showed that parenting, learning at home, and volunteering were notably correlated with students' performances, particularly with engagement and achievement regarding grade. Whereas communicating was additionally favourably connected with student achievement regarding grade, while volunteering performed by male and female parents differently affected attendance, volunteering performed by parents with a high school and below education level had a negative correlation with student's attitude toward school. The findings presented critical evidence to confirm parent involvement was crucial in education and suggested policy makers and local education authorities to develop and implement strategies to enhance parent involvement.

Dudeja, K. & Balda, S. (2019): Conducted a study in Bhiwani District of Haryana and parental involvement was explored using 'Parental Involvement Scale by Chauhan & Ganotra-Arora, 2001, study habits of students were assessed by 'Study Habit Scale' developed by Rani & Jaidka, 2015. The study results revealed that about half of rural and majority of urban respondent perceived a modest degree of parental involvement. The results additionally demonstrated that greater the involvement of parents in study habits of their children, better were the study habits of children. A noteworthy correlation was observed between parental involvements overall study habits of children.

Amponsah, M. et al. (2018): In the Ashanti Mampong Municipality of Ghana, the study investigated the connection between senior high school students' academic achievement and parental involvement in their education. The study's conclusions suggested that parents should take the lead in assisting their children's education because they are the ones who introduce them to the social and intellectual worlds first and demonstrated a strong positive correlation between parental involvement in education and students' academic performance.

Vijyalakshmi, K. & Muniappan, K. (2016): Studied the connection between parental participation and achievement of 200 (Boys=110; Girls=90) secondary school pupils studying in grade-XI especially within social science discipline with a cross-sectional, descriptive-correlational research design at selected schools of Tenkasi District of Tamil Nadu. According to the study's findings, the majority of students' parental involvement was average i.e. 62%. Additionally, over half of the students' social studies achievement was found to be average i.e. 57%. There was a significant positive relationship between secondary school students' academic performance and parental involvement.

3. STATEMENT OF THE PROBLEM

The research sought to investigate a study on parental involvement in the academic achievement of secondary school students at Deomali block in Tirap District of Arunachal Pradesh. Educationists, researchers, and other stakeholders have acknowledged the importance of educational institutions in helping students acquire

the knowledge and skills necessary to function effectively in society, and they have also noted the strong positive correlation between parental involvement and academic achievement (De Wet et al., 2019).

In relation to parental involvement, very few studies from North-East India are focused on the impact of parental involvement on secondary school students' academic achievement with special reference to the state of Arunachal Pradesh. In this context there is a negligible study found on the relationship between parental involvement and academic achievement of secondary school students at Deomali block in Tirap District of Arunachal Pradesh.

4. SCOPE AND SIGNIFICANCE OF THE STUDY

The scope of the study is to investigate the parents' awareness, attitude, behaviour and involvement in their children's academic success and to compare the pupils' academic test score in this context in the classroom.

The significance of the study is that it will encourage the parental involvement to enhance secondary school students' academic performance. It will create awareness among the parents regarding the impact of their behaviour, motivation and involvement in students' academic performance. This study will provide a bridge to feel the gap between educational institutions and parents. It will help the parents and the teachers to monitor the students' problems and progress. The students will be motivated and encourage conducting desired behaviour and discipline towards their studies at home and the school.

5. RESEARCH OBJECTIVES

- i. To assess the impact of parental involvement in the academic achievement of secondary school students with respect to gender.
- ii. To assess the impact of parental involvement in the academic achievement of secondary school students with respect to educational status of the parents.
- iii. To understand the relationship between parental involvement and academic achievement of secondary school students.

6. RESEARCH METHODOLOGY

The present study adopted a descriptive type of research with mixed method of data collection as the researcher had to study the degree of parental involvement and the academic achievement of the secondary school students at Deomali Block in Tirap District of Arunachal Pradesh. The study aims at discovering the facts based on empirically gathered primary data and hence conducted a survey with the help of self-developed questionnaire to achieve the study objectives.

6.1. Population and Sample Size

The research population and sample constituted of three schools under Deomali Block, Tirap District of Arunachal Pradesh. The research population were the students of class VI- X, and their parents, guardians and the teachers. The research study altogether consist a total sample size of five hundred and seventy six (N=576) students only, categorized into tribal and non-tribal, boys and girls, on the basis of stratified sampling technique.

Table 6.1: Showing list of Secondary Schools at Deomali Block in Tirap District, Arunachal Pradesh.

Sl. No.	Name of the School	Affiliation	Total No. of School	Sample Size
1	Government Higher Secondary School Deomali	CBSE	03	576
2	St. George's School Deomali	CBSE		
3	Ramakrishna Mission School Deomali	CBSE		

6.2. Data Collection

The study adopted the survey technique for data collection and a self-developed questionnaire was used to evaluate the parental involvement and academic achievement of the secondary school students. The present study primarily uses primary sources of data, although information about academic achievement is also gathered from secondary sources. The researcher selected three (03) schools affiliated to CBSE and a total of five hundred and seventy six (N=576) randomly selected subjects. Moreover, data regarding the gender, category, parental participation in their academic achievement were also collected.

6.3. Variables of the Study

The purpose of the study was to analyse the relationship of academic performance with parental involvement and following are the variables considered in this study:

- i. Academic Achievement.
- ii. Parental Involvement.

6.4. Tools and Techniques Used for the Study

In context of the current study, the researcher has selected carefully and judiciously the following tools for collection of data.

- i. Self-developed questionnaire on Parental Involvement for the students:** The researcher used set of self-developed questionnaire on parental involvement consisting of thirty seven (37) numbers of questions pertaining to different dimensions of parental involvement with varying scale of scoring to know and measure the level of parental involvement.
- ii. Self-developed questionnaire on Parental Involvement for the teachers:** The researcher used set of self-developed questionnaire on parental involvement consisting of thirty (30) numbers of questions pertaining to different dimensions of parental involvement with varying scale of scoring to know and measure the level of parental involvement.
- iii. Self-developed questionnaire on Parental Involvement for the parents:** The researcher used set of self-developed questionnaire on parental involvement consisting of twenty two (22) numbers of questions pertaining to different dimensions of parental involvement with varying scale of scoring exercised to know and measure the level of parental involvement.
- iv. School Academic Records:** The student's percentile of marks obtained during the current assessment and examination for the session 2023-2024 has been taken as scores and record, collected from the respective school offices'.

7. DATA ANALYSIS AND INTERPRETATION

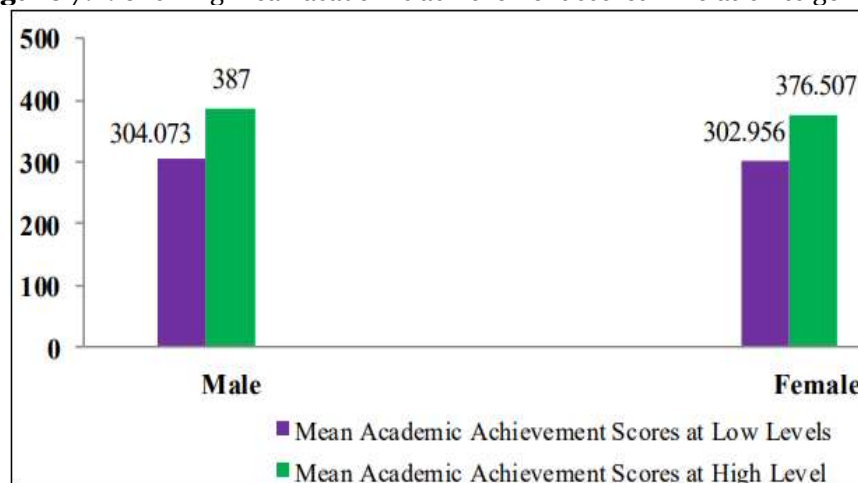
Table 7.1: Showing mean academic achievement scores of male and female students in low and high levels of parental involvement.

Gender	Parental Involvement	N	Mean	S. D	"t" Value
Male	Low	109	304.073	39.439	14.706
	High	65	387.000	33.754	
Female	Low	91	302.956	29.952	13.243
	High	77	376.507	40.206	

The mean scores of the boys at low and high levels are 304.073 and 387.000 with S.D values of 39.439 and 33.754 respectively. The difference between these two values is 82.927. The "t" value (14.706) is significant at both levels of significance. It shows that there is a significant difference in academic achievement between low and high levels among the boys. The mean academic achievement scores of the low and high levels of parental involvement among the girls are 302.956 and 376.507 with the S.D values of 29.952 and 40.206 respectively. There is a significant difference between the mean achievement scores on low level and high levels (73.551). The "t" value (13.243) is significant at 0.01 and 0.05 levels. It shows that there are significant gender differences between the academic achievement levels of low and high levels of parental involvement. The mean academic achievement scores of boys and girls were compared. The mean scores of boys and girls in low levels of parental involvement are 304. 073 and 302.956 and in the high levels their mean scores are 387.000 and 376.507 respectively.

The mean scores of the boys sample were higher in low and high levels of parental involvement when compared to the girls. This shows that there was a significant difference between the academic achievement of boys and girls. Physical facilities play an important role in contributing the achievement levels of the students. Poverty, illiteracy and ignoring the importance of education are also some of the reasons for the poor achievement of the girls (Khan, 2014).

Figure 7.1: Showing mean academic achievement scores in relation to gender.



The mean scores of the sample with the literate parents in low and high levels of parental involvement are 317.718 and 368.281 with the S.D values of 39.215 and 29.421 respectively. The difference between these two mean values (50.563) is significant. The mean academic achievement was very high among the students with high levels of parental involvement. The “t” value calculated (11.447) is significant at 0.05 levels of significance. It shows that there is a significant difference in the academic achievement between the low and high levels among the students with literate parents.

Table 7.2: Showing significance of difference between the mean academic achievements scores with high and low levels of ‘Parental Involvement’ in relation to their educational status of the parents.

Educational status of the Parents	Parental Involvement	N	Mean	S. D	“t” Value
Literate	Low	129	317.718	39.215	11.447
	High	114	368.281	29.421	
Illiterate	Low	66	281.323	38.424	12.59
	High	59	353.524	32.678	

The mean academic achievement scores of the low and high levels of parental involvement among the sample with illiterate parents are 281.323 and 353.524 with the S. D values 38.424 and 32.678 of respectively. The difference between these two values (72.201) is very high. The “t” value (12.59) is significant at 0.01 and 0.05 levels of significance. This shows that there is a significant difference between the mean achievement scores on low level and high levels of the students with illiterate parents. The academic achievement scores of the students with low levels of parental involvement with literate and illiterate parents are 317.718 and 281.323 and in the high levels their scores were 368.281 and 353.524 respectively. This shows that the mean achievement of the children with literate parents is high at both levels and very low among the students with illiterate parents at both levels. Hence, there is no significant impact of parental involvement on academic achievement of the secondary school students in relation to the educational status of the parents as shown with a graphic representation below.

Figure 7.2: Showing mean academic achievement scores in relation to the educational status of the parents.

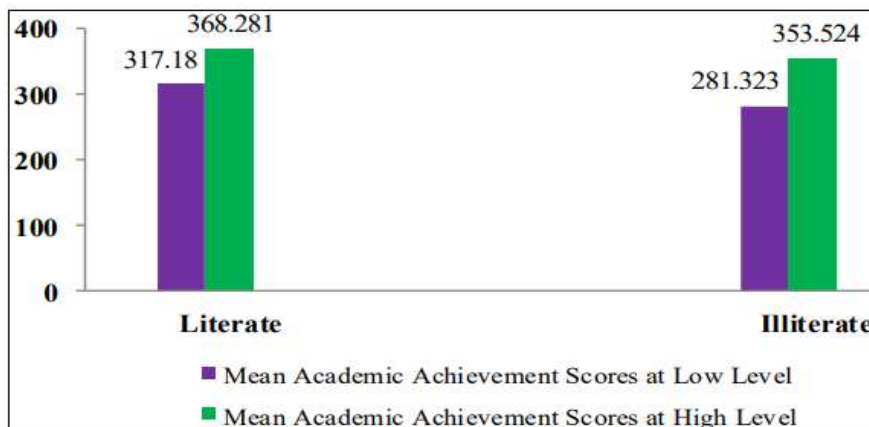


Table 7.3: Showing significance of correlation between the mean academic achievement scores in relation to ‘Parental Involvement’.

Variable	N	Correlation	Significance Level
Parental Involvement	576	0.567	0.05
Academic Achievement	576		

The cooperation of the parents is the key to academic integrity of the children. Hence, it was aimed to know whether there is a significant relationship between the involvement of the children and the academic success. The size of the total sample was 576 secondary school students including male (n=288) and female students (n=288). The coefficient of correlation between these variables was 0.567. It was significant at 0.05 levels of significance. It indicates that there is a significant and positive correlation between parental involvement and academic achievement among the secondary school students.

8. FINDINGS AND DISCUSSION

The analysis revealed that there were noteworthy gender differences between the academic achievement levels of low and high levels of parental involvement. The mean academic achievement scores of boys and girls were compared and the mean scores of boys and girls in low levels of parental involvement were 304.

073 and 302.956 and in the high levels their mean scores were 387.000 and 376.507 respectively. The mean scores of the boys sample were higher in low and high levels of parental involvement when compared to the girls showing that there is a significant difference between boys' and girls' academic performance. The academic achievement scores of the students with low levels of parental involvement with literate and illiterate parents were 317.718 and 281.323 and in the high levels their scores were 368.281 and 353.524 respectively. This shows that the mean achievement of the children with literate parents is high at both levels and very low among the students with illiterate parents at both levels.

The current study reveals that parental involvement is a significant factor in students' academic success. It is, therefore, imperative to school authority to conduct awareness programme centered on child rearing with parents and guardians. However, the Parent Teacher Association should make an effective initiative to address the ignorant parents in child academic activity. The accompanying recommendations depend on the discoveries are given with the end goal of research to the imminent specialist:

- i. Academic declination and faulting nature of students and influence of compulsiveness on the scholarly accomplishment of skilled students.
- ii. Cognitive mutilations in connection to the cerebrum picture of students and cognitive examination on solid and psychotic fussbudgets in connection to their confidence.
- iii. Impact of parental contribution on the self-character of students and impact of egocentrism on the social nervousness issue of students.
- iv. Effects of community approach of instructing learning on egocentric nature of students.
- v. Concentrate on some vital social and mental factors like peer impact, social qualities, fitness, identity attributes and subjective measurements might be incorporated to know the relative viability and significance of the emotional intelligence.
- vi. An investigation of emotional intelligence for various dimension of understanding can be attempted which would give the profound understanding about the dependability and example of emotional intelligence.
- vii. The investigation might be stretched out to bigger example drawn from the condition of Tirap District, Arunachal Pradesh and advancement of emotional intelligence (EI) instrument in the Indian settings can be attempted.

9. CONCLUSION

Educators need to understand that the understudies conduct may not just be constrained by consistent substance and exercise designs, however by strengthening practically all ideal conduct. The current study would have been more comprehensive with addition of some other variables like values, adjustment and emotional intelligence could have been studied to examine the influence. The sample of the current study relates to the urban areas only, additionally, rural samples ought to have been made part of the study. Moreover, a comparison of students in rural and urban areas could have been made.

It is expected that constructive approach of parental involvement must have positive impact on students' academic performance. Educated parents and uneducated parents both impacts learners' achievement. Hence, parents, teachers, and students will grow more aware about these factors. The outcome of this inquiry will contribute to better standard of academic achievement at Deomali Block in Tirap District of Arunachal Pradesh. Every child has a special gift that they can use to further the learning process. As parents and educators, it is our responsibility to help kids identify these gifts and learn how to properly nurture them.

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