



PARENT INVOLVEMENT ON CHILDREN'S ACADEMIC DEVELOPMENT IN RURAL SECONDARY SCHOOL

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INTRODUCTION

The society of our human beings is really a complex system. People say family with one voice. Usually family is the essential element of a society. If we look the word "family" into a dictionary, its definition is simply "a group consisting of parents and their children". Then we can emphasize that the relationship between parents and children is the most basic one among all the interpersonal relationships that exist in the world. And there is no doubt that it plays an important role in our society. The parent-child relationship consists of a combination of behaviours, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development. Of the many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence; the stability of the parent's marriage; and the unique characteristics of the child compared with those of the parent. Parent and child are the social units, the relationship of the child and parents of a family are socially sanctioned and are traditional in nature. Therefore, family represents an enduring relationship reckoning of the decent either through a father or mother. Family holds a unique position amongst the innumerable associations of mankind.

REVIEW OF RELATED LITERATURE

Pandey (2001) revealed that parents' education, occupation and income have an impact on the academic achievement of the students. **Devi and Mayuri** (2003) reported that socio-economic

status significantly contributed to academic achievement. Pandey and Maikhuri (2003) in their studies concluded that there exists significant relationship between academic achievement and socio-economic status.

Jeynes (2005) conducted a study on a Meta – analysis of the relation of parental involvement to urban elementary school student academic achievement. This article presented the findings of a meta analysis of 41 studies investigating the relationship between the academic achievement of urban elementary school children and their parents' involvement in their schooling. This study addresses i) the degree of association between parental involvement and achievement outcomes among urban students and ii) Whether parental involvement programs affect urban student achievement.

JumiahBasseemah (2009) conducted a study on the effect of parental involvement on student achievement at Hillside High School Twilight Academy. Educational institutions and their staff are exploring avenues for increasing parental involvement, at alternative education, parental involvement, student achievement and test scores. Data for this study was obtained through the use of a questionnaire survey and included parents from Hillside High twilight Academy in Hillside. New Jersey Research questions for this study were tested using a statistical formulation involving t-tests and chi square test for independence

Joseph Padavick (2009) conducted a study on parental involvement with learning and increased student's achievement. The literature points to lack of parental involvement as one issue related to poor maths learning. The purpose of this triangulation mixed methods study was to investigate different type of PI and its effects on student achievement.

Kordi, Abdorreza, and Baharudin, Rozumah(2010) in a study Parenting Attitude and Style and Its Effect on Children's School Achievements. Department of Human Development & Family Studies. A strong relationship between children's school achievement and parenting attitude and style was reported in the paper. Findings from the review revealed that authoritative parenting styles were associated with higher levels of children's school achievement, though findings remain inconsistent across cultures and societies.

NEED AND SIGNIFICANCE OF THE STUDY

When most people think of parenting, they picture changing diapers, messy feeding times, and chasing a screaming child through a crowded grocery store. But parenting goes far

beyond the requirements for meeting the basic survival needs of the child, and parents have a significant influence on how children turn out, including their personality, emotional development, and behavioral habits, as well as a host of other factors. It is important for the overall development of children that parents be present enough to support them, and this support fosters confidence and growth in many areas. Here we will explore the ways parents can impact the emotional development of their children.

Present study plays a vital role in knowing the level of academic achievement among the secondary school students. Parents and teachers who are held responsible for preparing the great citizens for our Nation. The study in turn develops self motivation among the students and parents to develop good social behaviour as well as awareness among themselves and transform the same to the future citizens of our Nation, who in turn develops positive attitude about society.

OBJECTIVES OF THE STUDY

The following are the broad objectives of the present study.

1. To find out the Parent-Child Relationship of Secondary School Students.
2. To find out the Parent-Child Relationship of Secondary School Students with respect to Gender.
3. To identify the parental involvement in academic achievement of the secondary school students.

Hypotheses

1. There will be significant difference in the effect of Parental involvement on the Boys and Girls of Govt. Higher Secondary Schools in rural areas.
2. There will be significant difference in the effect of Parental involvement on the Boys and Girls of Aided Higher Secondary Schools in rural areas.
3. There is no significant relationship between Parent-Child Relationship and Academic Achievement of Secondary School Students of Rural Secondary School Students.

List of School Selected

Government Schools

1. GHS, Harogoppa
2. GHS, Gama
3. GHS, Salur

GovernmentAided Schools

1. Dr.Rajakuamar HS, Anjanapura
2. Sri Veeranjaneya RHS, Shettihalli
3. Sri Guru Rudramuni HS, Ambargoppa

4. GHS, Suragihalli

4. Sri Bapuji HS, GT Katte

Statistical Techniques Used for Analysis of the Data

The investigator analyzed the scores obtained through Parent-Child Relationship tool and the scores obtained in the final examination of the secondary school students of Class IX as Academic Achievement.

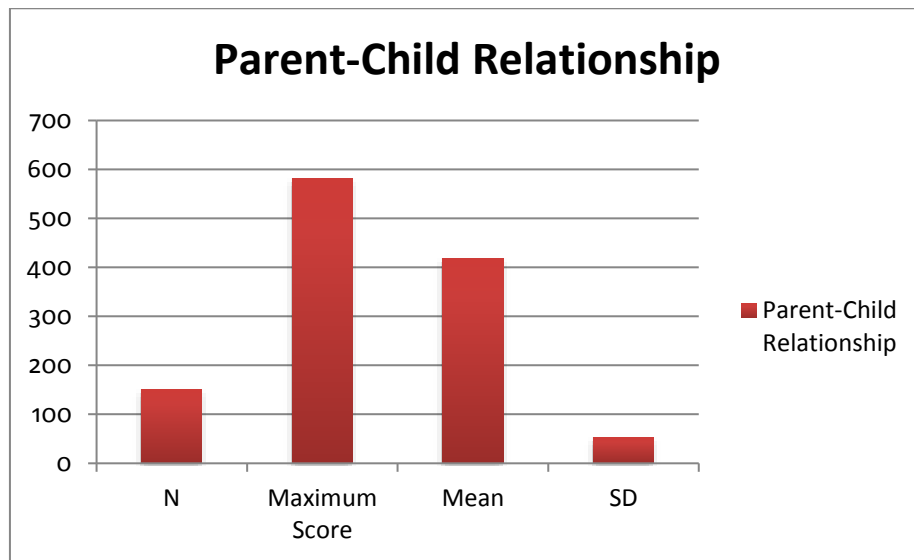
1. PARENT- CHILD RELATIONSHIP OF SECONDARY SCHOOL STUDENTS

The first objective was to study the Parent-Child Relationship of Secondary School students.

Table No.1: The number (N), Maximum Score, Mean (M), Standard Deviation (SD) of Parent-Child Relationship of Secondary School students.

	N	Maximum Score	Mean	SD
Parent-Child Relationship	151	582	418.19	53.17

Graph No.1: The number (N), Maximum Score, Mean (M), Standard Deviation (SD) of Parent-Child Relationship of Secondary School students



From the Table No.1 above it is seen that among-st the total number of students, the mean scores in Parent-Child Relationship while some of them had a maximum score of 582, therefore, the mean score is 418.19 and the standard deviation is 53.17. It indicates that the parent-child relationship is at a slightly higher level.

2 ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

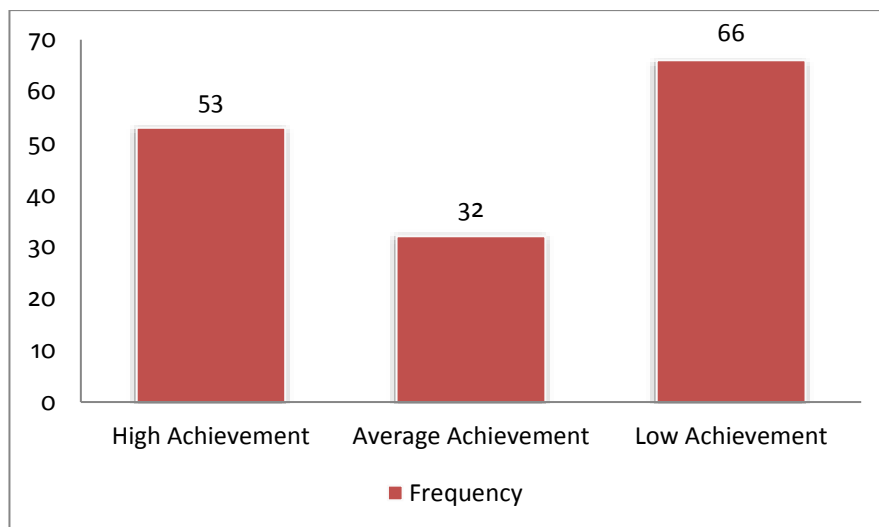
The Second objective was to study the Academic achievement of Secondary School students.

Table No.2: Frequency Scores on the Academic Achievement of Secondary School Students.

The Scores of Academic Achievement of Secondary School Students are analyzed using the frequency distribution. It has been presented as follows:

Class	Frequency	Interpretation
60-100	53	High Achievement
45-59	32	Average Achievement
25-44	66	Low Achievement

Graph No.2: Frequency Scores on the Academic Achievement of Secondary School Students.



Looking at the Table no.2 and Graph no.2 it can be seen that 53 of the students have high Academic Achievement, 32 students have average Academic Achievement and 66 of the have low Academic Achievement. It means that 35.1 per cent of the total number of students have high Academic Achievement, 21.19 per cent of them have average Academic Achievement while 43.71 per cent of the secondary school students have low Academic Achievement. Therefore, the parents have a very important role to play in order to help their children to achieve their better goals in life by creating a strong relationship with them.

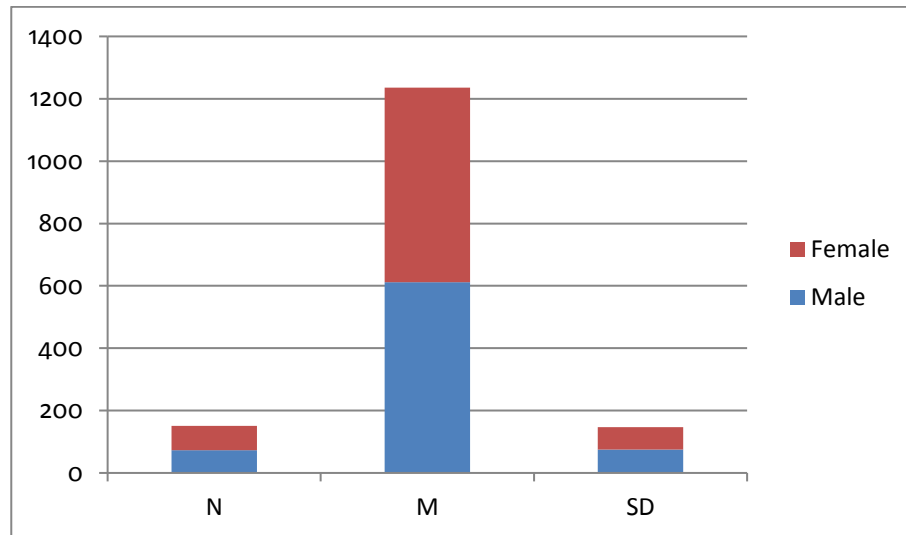
3. PARENT-CHILD RELATIONSHIP OF MALE AND FEMALE SECONDARY SCHOOL STUDENTS

The third objective was to find out Parent-Child relationship of male and female students. The mean scores of the Parent-Child Relationship of male and female students were calculated.

Table No.3: The number (N), Mean Score (M) and Standard Deviation (SD) of the Parent-Child relationship of male and female students.

Gender	N	M	SD
Male	73	612.07	75.04
Female	78	623.91	71.37

Graph No.3: The number (N), Mean Score (M) and Standard Deviation (SD) of the Parent-Child relationship of male and female students.



Looking at the Table No. 3 and Graph No. 3, the analysis and interpretation of the data has been done by calculating the mean scores of male and female students. The mean scores of the male and female students in the Parent-Child Relationship are 612.07 and 623.91 and their standard deviations are 75.04 and 71.37 respectively. It is interesting to observe that there is a high mean score in the Parent-Child Relationship of female as compared to male students.

Suggestions to Improve the Parent-Child Relationship and Academic Achievement

A certain number of suggestions were laid down by the investigator with the hope that they will be beneficial to both improvement and strengthening of Parent Child Relationship and Academic Achievement of the students. It is believed that in order to help the students to

increase their academic achievement they should have a better relationship with their parents and vice versa. The following suggestions should be given due importance.

1. Knowledge of Parent-Child Relationship would help the teachers to understand the behaviour and individual difference of the students in order to solve their problem of academic achievement. Both in the pre-service and in-service teachers education should impart training and equip know how accordingly.
2. There are various factors that influence the parent-child relationship of the students. One of these factors is the parent which creates an impact in the pupils' ability to perform better. It needs more parents attention and interaction to enable the students develop the positive attitude towards them and not to neglect their children.
3. Parents and Teachers Association should be strengthening so that parents are encouraged to cooperate with the school to plan activities where closer relationships can be fostered among teachers and parents as well as students. The close relationships will indirectly influence the students attitude and behaviour towards their studies.
4. Parents Counsel Unit should be set up in every secondary school, so that any issues relating to students can be discussed with teachers or administration.
5. Moral Education should be regarded as top priority in school education.
6. During guardian meeting parents should be told that they should spare and give at least little time to inquire about children's studies as well as their performance whether at home or at school. Parental involvement is important because it makes a difference in children's lives. Parent should be seen as vital partners in a child's education. The partnership between the parent and the child's teacher is powerful.

Limitations of the study

1. The current study is restricted to study only the academic development.
2. The truthfulness of the participants' responses while answering the questionnaire was out of the control of the researcher.
3. The study is limited only to Secondary School students.

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