

## PERCEIVED PARENTAL INVOLVEMENT OF SECONDARY SCHOOL STUDENTS OF SIVASAGAR DISTRICT

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### ABSTRACT

Parental involvement is very essential for children's education. Every parent wants their child's success in life. One of the best ways to do this is to get involved in their education. Therefore, the present study was conducted to study parental involvement as perceived by the secondary school students in Sivasagar district of Assam. The investigator conducted the study on a sample of 480 Secondary school students of Sivasagar District. The standardized tool 'Parental Involvement Scale' (PIS) developed by the researcher herself has been used for the study. The reliability of Parental Involvement Scale (PIS) was found to be 0.823. Mean, SD, t test has been employed to analyze the data. It was evident from the findings of the study that there is a significant difference in parental involvement as perceived by Secondary School students of Sivasagar District with respect to their gender and locality.

**Key words:** Parental involvement, secondary school students

**1.0 Introduction:** Parents who get involved with their children's education at home and school based activities improve academic success in their children. According to (Akbar et al., 2017), parental involvement is statistically significant and relates to the result of student achievement. The research discovered a link between the involvement of parents and their children's academic progress. Furthermore, research by (Hussain et al., 2018) and (Ambachew et al., 2018) found a strong and positive, significant association between parental involvement and student academic progress. It has been considered that children's achievement in school is influenced not just by the quality of schools and instructors, but also by the level of parental involvement. Parental involvement not only influences child development, but studies have shown that there are particular relationships between the pattern of parental involvement and children's academic success and social-emotional outcomes (Gadsden, 2013, Fan & Chen, 2001).

**2.0 Need and significant of the Present Study:** It has been considered that children's achievement in school is influenced not just by the quality of schools and instructors, but also by the level of parental involvement. Students with connected families have higher grades and test scores, do more homework, have greater attendance, and demonstrate more positive attitudes and behaviors. Henderson (1987) reported that academic achievements obtained by family interaction with elementary school pupils lasted throughout middle and high school. The majority of study in this area has been done with primary school pupils alone (Baily et al., 2004; Marjoribaner, 2005). This research might give an in-depth look at a particular aspect of parental participation, involvement in their children's academic activities, and academic success of Secondary School students.

**3.0 Statement of the problem:** The present study is entitled as "Perceived Parental Involvement of the Secondary School Students of Sivasagar district of Assam."

**4.0 Objectives of the present study:**

**4.01** To compare the Parental Involvement as perceived by the Secondary School Students of Sivasagar District in relation to their Gender, viz. Male and Female.

**4.02** To compare the Parental Involvement as perceived by the Secondary School students of Sivasagar District in relation to their Locality, viz. Rural and Urban.

## 5.0 Hypotheses:

H<sub>1</sub>: There is no significant difference in the parental involvement as perceived by the secondary school students of Sivasagar District with respect to their gender, viz. Male and Female.

H<sub>2</sub>: There is no significant difference in the parental involvement as perceived by the secondary school students of Sivasagar District with respect to their locality, viz. Rural and Urban.

## 6.0 Delimitations of the study:

- 1) The sample of the present study was drawn from students studying in class IX in the Secondary Schools of Sivasagar district of Assam.
- 2) The study was confined in the academic session 2019-2020 only.
- 3) The study was confined to the variables of Gender (Male & Female) and Locality (Rural & Urban) only.

## 7.0 Methodology

**7.01 Population of the Present Study:** The population of the present study comprises all the Secondary school students admitted in Class IX during the academic session 2019-2020 in the 252 Secondary schools of Sivasagar district of Assam affiliated to SEBA; out of which 157 schools are Government /Provincialised and 95 schools are Private.

**7.02 Sample of the Present Study:** As the number of private English medium and private Assamese medium Secondary schools is very few and most of the English medium Secondary schools are located in the urban areas so Purposive Sampling technique was considered as the best technique to select the schools. After going through the review of related literature and considering feasibility to conduct the study, out of the 252 Secondary schools 32 Secondary schools had been selected as sample of the present study out of which 16 Secondary schools were taken from urban areas and 16 Secondary schools were taken from rural areas. Out of the 16 urban Secondary schools 8 Secondary schools were government and 8 Secondary schools were private. Similarly, out of the 16 rural Secondary schools, 8 Secondary schools were government and 8 Secondary schools were from private.

After selecting the 32 Secondary schools of Sivasagar district of Assam, 480 Class IX students enrolled during the academic session 2019-20 was selected from the Secondary schools by using Stratified Random Sampling technique for the final study.

## 7.03 Tool and Technique Used in the Present Study:

The following tool was constructed and developed by the researcher for the present study:

**7.03.01 Parental Involvement Scale (PIS):** A Parental Involvement Scale (PIS) constructed and standardized by the investigator herself to measure the parental involvement in academic activities as perceived by Secondary school students of Sivasagar district of Assam. PIS consisted of six dimensions viz. aspiration and expectation of parents, parenting style, home roles and supervisions, discussing school activities, attending parent teacher association, volunteering at school. The scale consisted of 55 items out of which 36 positive and 19 negative items. The co-efficient of reliability of the whole test was then estimated by using Spearman-Brown Prophecy formula and the reliability of the full test of English version was found to be 0.823.

**7.03.02 Statistical Techniques used:** For the present study, mean, standard deviation, standard error of deviation, t-test were used to analyze the data.

## 8.0 Analysis and Interpretation of data:

### 8.01 Comparison of Parental Involvement between Male and Female Secondary School students of Sivasagar District

**Hypothesis:** There is no significant difference in the Parental Involvement of Male and Female Secondary School students of Sivasagar District.

**Table 01: Comparison of Parental Involvement between Male and Female Secondary School students of Sivasagar District**

Variable	Mean	N	SD	t value	df	Significance
Gender	Male	208.79	246	18.56	2.101	478
	Female	212.51	234	20.22		

It is observed from the Table 01 that, the mean score of male were 208.79 with SD 18.56 and Mean scores of female were 212.51 with SD 20.22 of PIS. It is seen that 't' value of parental involvement for male and female Secondary school students is 2.101 at df 478 which is greater than

the table value 1.96 and found to be significant at 0.05 level of significance. Thus, the null hypothesis, namely ‘There is no significant difference between male and female Secondary school students of Sivasagar district of Assam in terms of parental involvement is concerned’ is rejected. It is therefore, concluded that there is a significant difference between male and female Secondary school students with respect to their parental involvement.

The present study revealed that there is a significant difference between male and female Secondary school students of Sivasagar district of Assam as far as their parental involvement scores are concerned. The study done by Vijoylakshmi and Natesen (1992), Muller (1998), Bothakar and Chakravarty (1998), Hazarika and Dutta (2002), Vishwanath (2002), Balu and Kaliamoorthy (2008), Farooq et al., (2011), Ademolalbukunolu (2013), Laura and Mahia (2019) also showed that there is a significant difference between male and female on the scores of parental involvement. The above result of the present study is in contrast with the studies conducted by Koneri and Patted (2010), Sadanandan and Lourdasamy (2011) and Almah & Mary (2014) and Gogoi et al., (2020).

### 8.02 Comparison of Parental Involvement between Rural and Urban Secondary school students of Sivasagar District

**Hypothesis: There is no significant difference in the Parental Involvement of Rural and Urban Under Secondary school students of Sivasagar District.**

**Table 02: Comparison of Parental Involvement between Rural and Urban Secondary school students of Sivasagar District**

Variable		Mean	N	SD	t value	df	Significance
Location	Rural	212.47	240	20.67	2.117	478	Significant at 0.05 level
	Urban	208.73	240	18.01			

It is observed from the Table- 02 that Mean scores of rural Secondary school students were 212.47 with SD 20.67 and Mean scores of urban Secondary school students were 208.73 with SD 18.01. It is seen that t value of parental involvement for rural and urban Secondary School students is 2.117 at df 478 which is greater than table value 1.96 and significant at .05 level of significance. Thus, the null hypothesis, viz. ‘There is no significant difference between Rural and Urban Secondary school students of Sivasagar district of Assam in terms parental involvement is concerned’ is rejected. It is therefore, concluded that there is a significant difference between Rural and Urban Secondary school students with respect to their parental involvement.

Ma et al., (2013) found that urban schools had a wider range of parental involvement, whereas both rural and suburban schools reported weaker parental involvement scores. The present study is found similar with the study conducted by Ramakrishnan (1995) and Shanthi and Girija (2020).

### 9.0 Major Findings:

- 1) It is found that there is a significant difference between Male and Female Secondary school students of Sivasagar district of Assam with respect to their parental involvement.
- 2) There is a significant difference between parental involvement scores of Rural and Urban Secondary school students of Sivasagar District of Assam.

### 10.0 Conclusion:

In this paper an attempt has been made to study the parental involvement of the secondary school students. Developmentally, secondary school students are entering a period in their lives when their physical, cognitive, psychological and social characteristics are beginning to evolve. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Bryan, 2005). In order to help parent’s better support and promote their children’s academic achievement, it is essential for the researchers to identify which types of parental involvement strongly predict children’s achievement and what roles father and mothers play in educating their children with respect to their gender and locality.

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