



RESEARCH ARTICLE

IMPACT OF PARENTAL INVOLVEMENT IN RELATION TO ACADEMIC ACHIEVEMENT OF NAVODAYA VIDYALAYA STUDENTS

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ABSTRACT

One of the major factors influencing educational product is parental behavior. Infact, parental influence on the child's personality remains throughout life, the most pervasive of all influence. The study was conducted with the 200 students of Senior Secondary class (male and female) from Navodaya Vidyalaya selected randomly from two Districts. Standardize Tool was used for data collection. Findings of the study predicted that parental involvement and academic achievement for the whole sample was positively correlated. There exists significant difference in academic achievement of boys and girls having high parental involvement. There was no statistically significant difference in academic achievement of boys and girls having low parental involvement. There was no statistically significant difference in academic achievement of arts and science group students having high parental involvement. There was no statistically significant difference in academic achievement of arts and science group students having low parental involvement.

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INTRODUCTION

Parental Involvement

Numerous investigators attempted to describe the effects of parental characteristics on children to systematize and inter-relate various parenting and behaviors. Thus, home and school are probably the institutions, which have the far reaching, influence on our lives. In spite of all the best efforts made in schools to raise the abilities, capabilities and other personality traits of children, it is not possible for us to attain the optimum level of education goal, i.e., all round development of one's personality. Parental involvement is parent's participation and dedication in child's life to promote all round development of an adolescent. Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to ensure that they are involved with their child's education. Parental involvement effects child's whole personality. Families provide both our initial social relationship and settings for most of our learning about persons, situations and skills. This early learning is highly influential. Families whose children are doing well in school exhibit the following characteristics :

Establish a daily family routine, Monitor out-of-school activities, Model the value of learning, self discipline, and hard work, Express high but realistic expectations for achievement, Encourage children's development / progress in school, Encourage reading, writing and discussions among family members. Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully, these are Parenting, Communicating , Volunteering, Learning at Home, Decision Making, Collaborating with Community. Parental Involvement is a great significance in developing psychological as well as academic behavior of child. Considering the importance of parental involvement in academic achievement of children, Hence the present study aims to find out the Impact of Parental Involvement in Relation to Academic Achievement of Navodaya Vidyalaya Students with the following objectives: To study the academic achievements of Navodaya Vidyalaya students in relation to parental involvement, To study the academic achievements of Navodaya Vidyalaya students in relation to gender and parental involvement level, To study the academic achievement of Navodaya Vidyalaya students in relation to streams (science and arts group) and parental involvement level.

Academic achievement

Academic Achievement implies 'Scholarly + Accomplishment'. The term *Academic* has been derived from the 'Academy',

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which means “a school where special types of instructions are imparted.” The term achievement as defined by Good is “Accomplished or proficiency of performance in a given skill or knowledge.” The word *Achievement* when applied to the education of the child refers to the “achievement in different subjects or as a whole.” It just means what pupil has learnt in different subjects. Academic achievement is one part of the wider terms of ‘Education growth’ which includes growth in all subjects.

- **Crow and Crow (1963)**, “Academic Achievement means the extent to which learner is profiting from instructions in a given area of learning.”
- **Stephens (1980)**, “Academic Achievement is the unique responsibility of educational of institution established by the society to permute the wholesome scholastic development of the pupil.

Academic Achievement may be defined as knowledge, understanding or skill in a specified subject or group of subjects. It is concerned with the quality of subject or group of subjects. It is concerned with the quality of learning attained in a specified subject of study or group of subjects after a period of instructions.

### Factors affecting academic achievement

There are two broad categories of different factors which the academic achievement of students viz ; Personal and Social factors.

**Personal Factors:** These are the factors pertaining to self of the individuals. These included Cognitive and Non cognitive factors.

**Social Factors:** Family/Home environment, Community, Social environment, Classroom environment, Friends, Socio-Economic status etc.

## MATERIALS AND METHODS

The present study was conducted with the 10+1 and 10+2 class 200 students from Navodaya Vidyalaya selected randomly from Sri Muktsar Sahib and Bathinda Districts. Out of 200 students, there were 100 male students and 100 female students. Group Test of Intelligence (GGTI) developed by Dr. G. C. Abuja, for Academic Achievement, marks obtained by students in their previous class, Parent Involvement Scale by Sangeeta Trama (1998) were used as a tool of data collection. Descriptive Statistics such as mean, median, mode and standard deviation was used, t-test was used to find out the significance of difference between means, Karl Pearson’s product moment correlation method was used to find out the correlation between intelligence, Academic Achievement and Parental Involvement and Kelly’s Method was employed.

### Analysis and interpretation of data

#### Hypothesis 1

“There exists significant relationship between Academic Achievement and Parental Involvement.”

It is observed from the table 1 that the value of  $r = 0.025$  is less than the Correlation Coefficient value at .05 level of significance and at .01 level of significance.

**Table 1. THE Correlation Coefficient of Academic Achievement and Parental Involvement**

Category	N	r	Significant
Academic Achievement	200	0.025	Not Significant
Parental Involvement	200		

Hence, the hypothesis “there exists significant relationship between Academic Achievement and Parental Involvement” is rejected.

#### Hypothesis 2

“There exists no significant difference in Academic Achievement of boys and girls having high Parental Involvement.”

**Table 2. The mean score of Academic Achievement of boys and girls having high Parental Involvement**

Category	N	Mean	SD	t-value	Significant
Boys having high Parental Involvement	23	71.73	6.88	3	Significant
Girls having high Parental Involvement	31	77.41	7.83		

It is observed from table 2 that the computed t value 3 is greater than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis  $H_7$  is rejected. Hence the results indicates that there is significant difference in Academic Achievement of boys and girls having high Parental Involvement.

#### Hypothesis 3

“There exists no significant difference in Academic Achievement of boys and girls having low Parental Involvement.”

**Table 3. Mean score of Academic Achievement of boys and girls having low Parental Involvement**

Category	N	Mean	SD	t-value	Significant
Boys having low Parental Involvement	31	71.35	9.61	0.76	Not Significant
Girls having low Parental Involvement	23	73.34	9.40		

It is observed from table 3 that the computed t value 0.76 is less than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis  $H_8$  is accepted. Hence the results indicates that there is no significant difference in Academic Achievement of boys and girls having low Parental Involvement.

#### Hypothesis 4

“There exists no significant difference in Academic Achievement of arts and science group students having high Parental Involvement.”

It is observed from table 4 that the computed t value 0.96 is less than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis  $H_9$  is accepted. Hence the results indicates that there is no significant difference in Academic Achievement arts and science group students having high Parental Involvement.

**Table 4. The mean score of Academic Achievement of arts and science group students having high Parental Involvement**

Group	N	Mean	SD	t-value	Significant
Arts students having high Parental Involvement	31	74	8.55	0.96	Not Significant
Science students having high Parental Involvement	23	76.34	6.82		

### Hypothesis 5

“There exists no significant difference in Academic Achievement of arts and science group students having low Parental Involvement.”

**Table 5. Mean score of Academic Achievement of arts and science group students having low Parental Involvement**

Group	N	Mean	SD	t-value	Significant
Arts students having low Parental Involvement	27	70.07	7.24	1.56	Not Significant
Science students having low Parental Involvement	27	74.33	11.24		

It is observed from table 4.10 that the computed t value 1.56 is less than the Critical value at .05 level of significance and at .01 level of significance. Consequently, the null Hypothesis  $H_{10}$  is accepted. Hence the results indicates that there is no significant difference in Academic Achievement of arts and science group students having low Parental Involvement.

### Conclusion

Correlation between parental involvement and academic achievement for the whole sample comes out to be 0.025 which shows that parental involvement and academic achievement were positively correlated. There exists significant difference in academic achievement of boys and girls having high parental involvement. There was no statistically significant difference in academic achievement of boys and girls having low parental involvement. There was no statistically significant difference in academic achievement of arts and science group students having high parental involvement. There was no statistically significant difference in academic achievement of arts and science group students having low parental involvement.

### Suggestions for further studies

- Same study can be conducted with large sample.
- The study of same nature can be undertaken at different locale.

- Regular studies can be conducted to ascertain the changes which takes place due to rapid change.
- The same study can be undertaken for different grades, age groups etc.
- The effect parental involvement on variables like academic anxiety, frustration, adjustment, personality etc. can be studied.

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