

PARENTAL INVOLVEMENT AND SCHOLASTIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND RURAL/URBAN DICHOTOMY

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Abstract

The present paper was taken up with broad objective to study the parental Involvement and scholastic achievement of higher secondary school students in relation to their gender and urban/rural dichotomy. The sample comprised of 800 higher secondary school students (400 Rural and 400 urban students, out of which 200 were male and 200 were female). The sample for the study was selected randomly from the different schools of Srinagar (as urban district) and Ganderbal (as rural district). The sample was selected in such a way to ensure that every unit of the population could get equal chance to be selected in the sample. Parental Involvement Scale developed by vijay Laxmi and Gunjan Ganotra Arora,(2009) was administered for the present sample and scholastic Achievement was obtained from the previous two years performance records of the sample subjects. Findings of the study revealed that there is suggest significant difference between rural and urban higher secondary school student`s on Parental Involvement. The result also revealed that there is significant mean difference between rural and urban students on their Academic Achievement and urban student`s have higher academic achievement as compared to rural higher secondary school students.



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INTRODUCTION

Parental involvement is the participation of Parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives. Children learn by copying what they see other people do. They are most influenced by the people who spend the most time with them. Parents are effective role models for their children when they plan time with their children, encourage them and spend time, talking and listening to them about things that have meaning for both parent and child.

Academic Achievement or academic performance is the outcome of education. The extent to which a student, teacher or institution has achieved their educational goals. Academic Achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important – procedural knowledge such as skills or declarative knowledge such as facts. Beyond any doubts, Academic Achievement is important for the successful development of young people.

OBJECTIVES

. The following objectives were formulated for the present Investigation:

1. To Study and compare rural and urban higher Secondary School Students on Parental Involvement.
2. To Study and compare male and female higher secondary school students on Parental Involvement.
3. To Study and compare rural and urban higher Secondary School Students on Scholastic Achievement.
4. To Study and compare male and female higher secondary school students on Scholastic Achievement

HYPOTHESES

The following hypotheses were formulated for the present study:

1. Rural and Urban higher Secondary School Students differ significantly on Parental Involvement.
2. Male and Female higher secondary school students differ significantly on Parental Involvement.
3. Rural and Urban higher secondary school students differ significantly on Scholastic Achievement.
4. Male and Female higher secondary school students differ significantly on Scholastic Achievement.

SAMPLE

The sample for the study consisted of 800 higher secondary school students in which 400 were rural higher secondary school students 400 were urban higher secondary school students and out of which 200 were male rural and female rural higher secondary school students and 200 were male urban and female urban higher secondary school students. The sample for the present study was selected from district Srinagar (Urban) and district Ganderbal (Rural), which were selected randomly from ten districts of Kashmir. The sample for the study was selected randomly to ensure that every unit of the population gets equal chance of being selected. The researcher ensured that discretion of the researcher should not get involved in the selection of the sample from the population.

The breakup of the sample shall is as under:

| Group | | Rural Students | | Urban Students | | Total |
|-----------------|-----------|----------------|--------|----------------|--------|------------|
| | | Male | Female | Male | Female | |
| Higher Students | Secondary | 200 | 200 | 200 | 200 | 800 |

SELECTION AND DESCRIPTION OF TOOLS

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Since the study principally contained two variables namely Parental Involvement and Scholastic Achievement. Therefore, such tools were decided to be chosen as could validly and reliably measure these variables. The investigator after screening a number of available tests finally selected the following tools to collect the data.

1. Parental Involvement Scale (PIS) developed by Vijay Laxmi Chauhan and Gunjan Ganotra Arora.
2. Scholastic Achievement of the sample subjects were assessed by checking the previous two year academic performance record of the sample subjects.

ANALYSIS AND INTERPRETATION OF THE DATA

Parental Involvement of Higher Secondary School students: Parental Involvement scale was employed to measure the involvement of parents in the personal and educational activities of their children. The scale is valid and reliable measuring the variable at optimum level of confidence.

Table 1.0: Showing the overall levels of Parental Involvement among Hr. Secondary School Students

| Levels | N | %age |
|--------------|------------|--------------|
| Very Low | 20 | 2.5 |
| Low | 132 | 16.5 |
| Average | 188 | 23.5 |
| High | 388 | 48.5 |
| Very High | 72 | 9.0 |
| Total | 800 | 100.0 |

The perusal of the above table shows that out of 800 higher secondary school students, 48.5% showed high parental involvement, 23.5% showed average parental Involvement, 16.5% showed low parental Involvement, 2.5% showed very low parental involvement and 9% of students showed very high Parental Involvement.

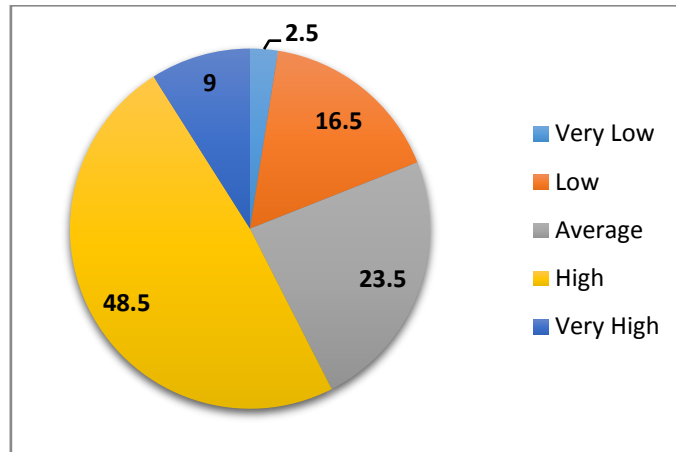


Fig. 1.0: Showing the overall levels of Parental Involvement among Hr. Secondary School Students

Table 1.1: Showing the levels of Parental Involvement among rural and urban hr. secondary school students

| Levels | Rural | | Urban | |
|--------------|------------|--------------|------------|--------------|
| | N | %age | N | %age |
| Very Low | 12 | 3.0 | 8 | 2.0 |
| Low | 52 | 13.0 | 80 | 20.0 |
| Average | 112 | 28.0 | 76 | 19.0 |
| High | 188 | 47.0 | 200 | 50.0 |
| Very High | 36 | 9.0 | 36 | 9.0 |
| Total | 400 | 100.0 | 400 | 100.0 |

A quick glance of the above table reveals that out of 400 Rural higher secondary school students, 47.0% show high parental Involvement,28.0% show average parental Involvement,13% show low parental Involvement, 9% show very high parental involvement and only 3% of students show very low parental involvement.

Out of 400 Urban higher secondary school students,50% of students show high parental involvement,20% show low parental involvement,19% show average parental involvement,9% show very high parental involvement and 2 % of urban students show very low parental involvement.

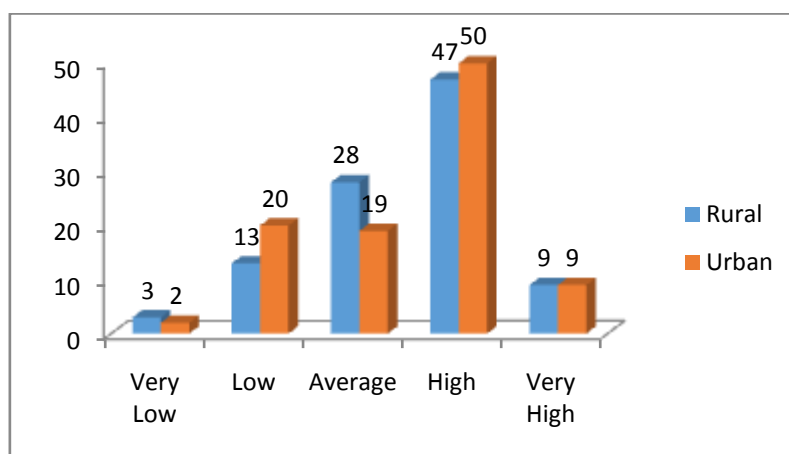


Fig. 1.1: Showing the levels of Parental Involvement among rural and urban higher secondary school students

Table 1.2: Showing the mean comparison between rural and urban higher secondary school students on Parental Involvement (N=800).

| Group | N | Mean | S.D | t-value | Level of significance |
|-------|-----|-------|-------|---------|-----------------------|
| Rural | 400 | 90.56 | 7.711 | 0.139 | Insignificant |
| Urban | 400 | 90.64 | 8.537 | | |

A quick look at the above table shows the mean comparison between rural and urban higher secondary school students on Parental Involvement. The statistical data reveals that there is no significant difference between the two groups on Parental Involvement scale which reveals that the parents of both rural and urban students show more concern to their children and sense the mood of their children and encourage their children when they lose confidence. Though the mean difference favours the urban higher secondary school students but the difference failed to arrive at any level of confidence.

In the light of the above evidences, the hypothesis which reads as, ***“Rural and Urban higher secondary school students differ significantly on Parental Involvement”*** stands rejected.

Table 1.3: Showing the mean comparison between Male and Female higher Secondary school students on Parental Involvement (N=800).

| Group | N | Mean | S.D | t-value | Level of significance |
|--------|-----|--------|------|---------|---------------------------|
| Male | 400 | 110.21 | 7.32 | 2.241 | Significant at 0.05 level |
| Female | 400 | 111.40 | 8.12 | | |

The above table depicts the mean comparison between male and female higher secondary school students on Parental Involvement. The data shows that there is significant mean difference between male students and female students and the difference was found to be significant at 0.05 level. The observed difference favours the female higher secondary school students which reveal that parents of the female students are more involved in their education and personal matters and encourage their female children when they lose confidence.

In the light of the above evidences, the hypothesis which reads as, **“Male and Female higher secondary school students differ significantly on Parental Involvement”** stands accepted.

Scholastic achievement of Higher Secondary school students: The scholastic achievement of the sample subjects were assessed by consulting the previous two years academic performance of the sample subjects. The aggregate marks of the two years were taken as indicators of academic performance of the sample subjects.

Table 1.4: Showing the mean significant difference between Rural and Urban higher secondary school students on Scholastic Achievement.

| Group | N | Mean | S.D | t-value | Level of significance |
|-------|-----|-------|-------|---------|---------------------------|
| Rural | 400 | 69.22 | 2.907 | 11.34 | Significant at 0.01 level |
| Urban | 400 | 73.58 | 7.117 | | |

The above table shows mean comparison between rural and urban students on scholastic achievement. The data depicts that there is significant mean difference between the two groups and the difference was found to be significant at 0.01. The observed difference favours the urban higher secondary school students which confirm that urban higher secondary school students have better academic achievement than the rural higher secondary school students.

In the light of the above evidences, the hypothesis which reads as, **“Rural and Urban higher secondary students differ significantly on Scholastic Achievement.”** stands accepted.

Table 1.5: Showing the mean comparison between male and female higher secondary school students on scholastic achievement.

| Group | N | Mean | S.D | t-value | Level of significance |
|--------|-----|-------|-------|---------|---------------------------|
| Male | 400 | 65.82 | 5.842 | 7.755 | Significant at 0.01 level |
| Female | 400 | 69.98 | 8.999 | | |

The above table reveals that there is mean comparison between male and female higher secondary school students on scholastic achievement. The data depicts that there is a significant mean difference between the two groups and the difference was found to be significant at 0.01 level. As the mean difference favours the female students which reveals that female students have better academic achievement than male students.

In the light of the above evidences, the hypothesis which reads as, ***“Male and female higher secondary students differ significantly on Scholastic Achievement.”*** stands accepted.

CONCLUSIONS

The following conclusions have been drawn from the present study:

Parental Involvement

1. It was found that 48.5% have high level of parental involvement followed by 23.5% have average level of parental involvement, 16.5% have low level and only 9.0% have very high level parental involvement.
2. The high level of percentage i.e. 46.0% in males and 51.0% in female higher secondary school students have high level parental involvement followed by 24.0% male students showed average level parental Involvement and 23% female showed average level parental involvement. It was found that 20% male students showed low level parental Involvement and 13% male students show low level parental involvement. While as, 8% male students showed very high parental involvement and 10% female students showed very high level parental involvement. It was found that 2% male students showed very low level parental involvement and 3.0% female students showed very low level parental involvement.
3. It was found that 47.0% rural students showed high parental Involvement and 50.0% urban students showed high level parental involvement. 28.0% rural students showed average level parental Involvement and 19% urban student’s showed average level parental involvement. 13% rural students showed low level parental Involvement and 20% urban students showed low level parental involvement.

4. It was seen that there is mean significant difference between male and female students on their parental involvement. Female higher secondary school students possess high level of parental involvement as compared to their male students; female student's parents are more involved in their Education and personal matters.
5. It was found that there is no mean significant difference between the rural and urban students on their Parental Involvement. Both rural and urban have somewhat similar level on their parental involvement.

Scholastic Achievement

1. It was found that 45.5% of students fall under B2 grade, 25.5% students have B1 grade, 21% have C1 grade, 8% students fall under A2 grade and 0% of higher secondary school students had A1, C2 and D grade.
2. The study found that 60% male higher secondary school students and 31% female students have B2 grade, 20% male students and 22% females showed C1 grade, 19% male students and 32% female students fall under B1 grade, 1% male students and 15% female students showed A2 grade.
3. It was found that 51% rural students and 40% urban students have B2 grade, 38% rural students and 4% urban students have C1 grade, 8% rural students and 43% urban higher secondary school students fall under B1 grades, 3% rural and 13% urban higher secondary school students have A2 grade.
4. Significant difference was found between the male and female students on scholastic achievement. Female students were found to have better scholastic achievement than male students.
5. It was also found that there is significant mean difference between the rural and urban students on their scholastic achievement. Urban student were found to have better scholastic achievement than the rural higher secondary school students.

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