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To study the perception of parental involvement in secondary school students

[1]Thomas George and [2]Dr. Vinita Vashishtha

[1]Research Scholar, Department of Education, Maharaja Agrasen Himalayan Garhwal University, Uttarakhand, India
[2]Professor, Department of Education, Maharaja Agrasen Himalayan Garhwal University, Uttarakhand, India

Corresponding Author: Thomas George

Abstract

Parental neglect of their children's education is one issue that frequently comes up in the home setting. Family education can be influenced by a number of elements, including culture, social position, occupation, and local environment. One common cause of neglect in family education is parents' belief that family education is unnecessary while the child is enrolled in school. This issue is frequently brought on by parents' lack of experience and busy schedules when it comes to teaching their kids, particularly those in elementary school. The years spent in elementary school are crucial for developing an independent personality. Character traits, particularly the virtue of independence, should be instilled in primary school kids as the home environment is an expression of how students are equipped for society. Because the education parents instill have a long-term effect that leads to the maturation of early childhood character, the role of parents as a whole will be crucial to the success of family education. This viewpoint is based on the idea that family learning environments can be an effective means of fostering character values, particularly independence. The primary informal learning environment that shapes children's attitudes and character is their family. Children in elementary school have different socializing patterns depending on their familial background. Of course, the range of parenting philosophies that are typically used in accordance with each family's unique traits is inextricably linked to the function of parents. Parenting is the relationship that parents have with their children to help shape their attitudes and knowledge-especially for young children in elementary school. According to, it is crucial to highlight parents' involvement in their children's education if we want to help elementary school pupils reach their full academic and non-academic potential.

Keywords: Education, perception, parental involvement, secondary school, students

Introduction

In general, education is a type of learning in which, by instruction, training, or study, a group of people's habits, knowledge, and abilities are passed down from one generation to the next. Education can be autodidactic, although it usually happens under the supervision of others. In a broad sense, education is any action or encounter that shapes a person's character, mentality, or physical capabilities. Technically speaking, education is the process by which society consciously passes on its cultural legacy-its collected knowledge, values, and skills-from one generation to the next through schools, colleges, universities, and other organizations. (Kneller, George F.)

Meaning of education

Some scholars claim that the Latin word "Educatum," which refers to the process of instructing or training, is where the word "education" originated. According to some education experts, the phrase originates from the Latin word "Educare," which implies "to raise" or "to bring up."

However, others claim that the word "education" really comes from another Latin word called "Educere," which meaning "to lead forth" or "to come out." All of these interpretations suggest that the goal of education is to develop human virtues and bring forth the best in each person. The goal of education is to help people achieve their intrinsic inner potential.

We try to impart desired information, comprehension, skills, interests, attitudes, and critical thinking to an individual via education. In other words, he learns about the sciences, geography, math, history, and languages.

Review of literature

The connection between teenage academic success and parental acceptability. Three hundred seventh, eighth, and ninth grade children from Dhaka, Bangladesh participated in the study. The results showed that while all three aspects of parental acceptance-hostility, indifference, and

undifferentiated rejection-were not significantly associated with academic achievement, parental warmth acceptance (both maternal and paternal) was found to be significantly and positively related to teenage academic achievement.

A research by Nyarko (2011) [16] looked at how authoritative parents are toward their teenagers' academic success. 239 senior high school students from Ghana (45.2% male, 54.8% female) made up the sample. The study's findings showed that students' academic achievement was significantly and favorably correlated with both parents' authoritativeness and that this relationship was stronger in the case of fathers' authoritativeness than in that of mothers.

Dehyadegary, Yaacob, Jamil, and Talib (2012) [1] studied the connection between Iranian adolescent academic success and parenting methods. 382 high school students, ages 15 to 18, were included in the sample (251 female and 31 male). The parenting style was assessed using the parenting style scale developed by Baumrind (1991) [17]. The study's conclusions indicated a strong negative correlation between permissive parenting and academic accomplishment and a strong positive correlation between authoritative parenting and academic achievement. Academic success and an authoritarian parenting style did not, however, significantly correlate.

Matejevic, Jovanovic, and Jovanovic (2014) [18] investigated the connection between teenage academic success, parental engagement in school activities, and parenting style. Two hundred parents and teenagers in elementary and high school participated in the study. The study's findings demonstrated how men and mothers had different parenting philosophies. The quality of mothers' authoritative parenting was favorably correlated with adolescents' academic success and increased participation in school activities, including collaboration and communication with the school. Conversely, dads were known for their authoritarian parenting style, which was linked to their lack of school engagement time.

A research by Yasmin, Kiani, and Chaudhry (2014) [19] looked at how parenting styles-both maternal and paternal-predict students' academic success. 350 F.A./F.Sc. students from Rawalpindi, Pakistan, made up the sample. The findings demonstrated that teenagers' academic success was positively correlated with both mother and father authoritative parenting styles. Authoritarian parenting approaches, on the other hand, was a poor indicator of academic success for both parents. The academic success of teenagers was not shown to be significantly correlated with the permissive parenting style of either the mother or the father. However, it was not discovered that the mother's or father's lax parenting style was a major predictor of academic success.

Tanvir, Bukhari, Khizer, and Hasan M (2016) [15] studied how parenting practices affected teenagers' academic performance. Eighty teenagers between the ages of seventeen and twenty-two made up the study's participants. The results showed that the two parenting styles-permissive, which is loving and responsive but doesn't set many rules or make many demands of their children, and authoritarian, which establishes strict rules and imposes punishment-had negative correlations with adolescents' academic achievement. In contrast, the authoritative parenting style, which emphasizes positive reinforcement rather than punishment accepting and supportive approach, had a positive association with academic achievement. Additionally, it was shown that, in comparison to mother parenting styles, father parenting styles had a greater impact on teenagers' academic attainment.

The study undertaken by Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez, and Cuesta (2017) [20] aimed to investigate the correlation between Spanish students' academic achievement and the kind of parental participation at home (N = 26,543, mean age = 14.4). The study's findings showed that academic success was significantly impacted by parenting style. Students' academic progress was negatively impacted, if little, by the controlling behavior of their parents. Parental support and communication showed variable benefits on academic success according to the gender of the parents, with women' roles benefiting more.

Materials and Methods
Research design
The research design offers the methods that guide the whole study and a methodical approach to obtaining trustworthy responses to the queries posed by the research questions. The topic highlighted by the researcher was to examine secondary school students' academic performance and academic self-concept in connection to their impression and anticipation of parental participation.

Method of the study
The choice of research technique is determined by the theoretical underpinnings and nature of the investigation, its goals and hypotheses, and the resources at the researcher's disposal. For this study, the researcher has chosen to employ a descriptive survey method in conjunction with a quantitative approach. Giving a precise description or image of the situation or phenomena in the current context is the main goal of descriptive survey research.

Population
All X class secondary school pupils enrolled in CBSE Board Schools in Varanasi, Uttar Pradesh, made up the study's population. The official directories of secondary schools connected to the CBSE Board were retrieved from the CBSE Board website. The Varanasi district's 87 secondary schools were included on the CBSE Board website. Out of the 90 wards in the Varanasi Nagar Nigam ward list, the researcher found 55 schools in Varanasi city.

Sample and sampling technique
Six hundred fifteen secondary pupils, twelve from private schools and three from government institutions, made up the sample. For this study, participants were limited to pupils in class X. There were 298 female and 317 male pupils, ages 14 to 17, that took part. Multistage random sampling was used to create the sample. All of the secondary CBSE Board schools in Varanasi city were used to choose the schools at random. There were many sections of class X in each chosen school, and one section was chosen at random from among them. The final sample of the study consisted of all the students in the randomly chosen part of class X, who were regarded as a cluster.

Pilot study

25 CBSE Board students in class X participated in the pilot test. Following the completion of the scale by each participant, the researcher invited them to individually discuss the scale and provide feedback on the way the items were presented and the language used. By making a few little changes to the text of several items, the researcher was able to improve the scale's readability and usability.

Results and Discussion

The mean of the secondary students' overall scores on the Perception of Parental Involvement Scale (PPIS) was used to gauge how involved their parents thought their kids were.

Table 1: Descriptive Involvement Statistics Showing Secondary Students' Perception of Parental

Variable	N	Mean	SD	Mean (%)
Students	600	125.30	13.30	79.57

The Perception of Parental Involvement Scale (PPIS) mean score for secondary students was 125.30 (SD 19.11), which accounted for 79.57% of the overall PPIS score, as Table -1: demonstrates. Thus, it may be said that secondary pupils have a positive opinion of parental participation.

Students' perception on different dimensions of parental involvement

The mean score of students on the several dimensions of parental participation-academic, motivational, emotional, and financial-was used to gauge how secondary pupils perceived different aspects of parental involvement. The percentage score for each dimension indicates how much a certain dimension is perceived.

Table 2: Descriptive Statistics Showing Involvement on Different Dimensions Secondary Students' Perception of Parental

Dimensions of PPI	SD	Mean (%)	Dimensions of PPI Mean
Academic	36.55	5.25	81.25
Motivational	30.83	4.13	77.04
Emotional	27.75	4.37	79.25
Financial	28.14	4.03	80.53

Table -2, indicates that the average of secondary students' perceptions of parental participation on each category was greater than 75%. This indicates that secondary students have positive opinions about the intellectual, motivational, emotional, and financial aspects of parental participation. In addition, it is determined that secondary students perceive parental academic participation at a greater level than the other three aspects. In contrast to the other three categories, secondary pupils perceive less motivating participation from their parents.

To compare the boys' and girls' perception of parental involvement

The means of the scores for boys and girls on the PPIS were determined in order to examine how the two groups perceived parental engagement. Furthermore, the t-value was computed to assess the significance of the mean difference.

Table 3: Means, standard deviations, and t-test showing the comparison of boys' and girls' perception of parental involvement

Gender	N	Mean	S.D.	Mean Diff.	df	t-value	Sig.
Boys	307	120.85	12.57	5.00	598	4.65	.000
Girls	293	125.85	14.22				

Table -3, demonstrates that the estimated t-value (t=4.65, $p<.05$) for the difference between the means of boys' and girls' scores on the PPIS was significant at 598 df; and 0.05 level of significance. As a result, the corresponding null hypothesis was rejected. On the PPIS, females' mean (M = 125.85) was greater than boys' mean (M = 120.85).

It follows that, when it comes to secondary school, females' perceptions of parental participation are noticeably greater than boys'.

Comparison of Students' Perception on Different Dimensions of Parental Involvement with Respect to Gender.

The means of the scores for boys and girls on each dimension of parental participation perception were computed independently in order to compare the perceptions of the two genders on various aspects of parental engagement, such as academic, motivational, emotional, and financial. Furthermore, the t-value was computed to assess the significance of the mean difference.

Conclusion

Nuclear families are becoming more and more required in today's materialistic and market-oriented culture. However, the migration of people from rural to urban areas has spread throughout the world. These are the changes that Indian parents and families are dealing with. In contemporary Indian society, the financial goal of providing for the family and working are shared equally by the mother and the father. As a result, parents are unable to give their children adequate time to discuss their wants and issues, attend to their daily activities, and offer emotional support. Children are not receiving the appropriate parental support and care as a result. However, students-particularly teenagers-are also impacted by contemporary developments. Owing to inadequate supervision, guidance, and encouragement from parents, kids are forced to spend more time on social media and television and occasionally partake in unfavorable behaviors. Thus, it becomes the duty of both society and educational scholars to comprehend the educational and developmental demands of pupils and guarantee their bright future. It is important to comprehend the specific forms of parental care and support that significantly impact both academic achievement and the academic self-concept of their offspring. Children's educational journey doesn't start when they enter the school. Education for children starts and continues at home. Children learn at home, and their parents serve as both their initial and ongoing teachers.

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