E-ISSN: 2583-9667
Indexed Journal
Peer Reviewed Journal
https://multiresearchjournal.theviews.in

Received: 01-11-2023
Accepted: 06-01-2024

INTERNATIONAL JOURNAL OF ADVANCE RESEARCH IN MULTIDISCIPLINARY

Volume 2; Issue 1; 2024; Page No. 244-248

To study the relationship of secondary school students' perception of parental involvement contributes to the prediction of academic performance

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Abstract

The current study indicates that secondary kids have high expectations from their parents in terms of parental participation. At the secondary school level, students expect the greatest amount of parental motivational participation, followed by emotional, academic, and financial involvement. Compared to males, girls have higher expectations for parental participation. The current study indicates that, rather than academic achievement, students' expectations of parental engagement are more closely connected with their academic self-concept in secondary school, based on the strength of the association. Moreover, there exists a strong correlation between academic achievement and the assumption of solely emotional parental participation. Conversely, the anticipation of parental motivational participation, followed by emotional and academic involvement, is directly linked to academic self-concept. There is no correlation found between secondary pupils' academic achievement and academic self-concept and their expectations of parental financial engagement.

Keywords: Academic performance, education, perception, parental involvement, secondary school, students

Introduction

Children's educational development and academic achievement are influenced by their social and cultural backgrounds. The two most important environments for a child's social and academic development are the family and the school. Students spend most of their time at home during the schooling session, which ends after school. Parents are the primary caregivers for their children's educational requirements and goals at home. Parents enable the resources for learning and academic growth, as well as offer financial, emotional, and motivational support. The idea of parental engagement is multifaceted, social, and culturally particular. It is necessary to consider parental participation in the context of a certain culture and family structure in order to comprehend its effect in adolescents' academic success. Researchers, community people, and even government officials from all over the world have been interested in learning more about how to optimize parental engagement in the educational process and which parental involvement practices are closely associated to kids' academic achievement in recent years. Numerous studies on parental engagement have been conducted as a result of the belief that parental involvement practices significantly impact adolescents' academic progress. As a result, the researcher was motivated to investigate this subject as well.

In this cutthroat society, teenagers deal with a variety of challenges. Numerous psychosomatic issues, including worry, stress, irritation, and emotional disturbances in day-to-day living, are brought on by these challenges. Regarding several psychosomatic issues in kids, the informal setting of the family (home) offers a structure that organizes constructive behavior. The educational attainment and personality traits of school students are linked to the family and child environment. With the aforementioned in mind, the current study centers on the topic of "Effect of Family Climate on Educational Aspiration and Personality Among Students."

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.

Methods 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 bivariate correlation coefficient was computed to determine the association between secondary students' academic achievement and their impression of parental engagement.

Table 1: Correlation Coefficient between Perception of Parental Involvement and Academic Performance (N =600)

Variable	Academic Performance (r)	Sig.
Perception of parental involvement	r =.24	.000

According to Table-1, there was a positive (r=.24, p<.05) and significant association between academic achievement and secondary students' perceptions of parental participation and performance at the.05 level of significance. Consequently, it was concluded that there was a positive correlation between secondary students' perceptions of parental participation and academic success and that the corresponding null hypothesis was rejected. Thus, it may be inferred that secondary kids perform better academically the more their parents are seen to be involved.

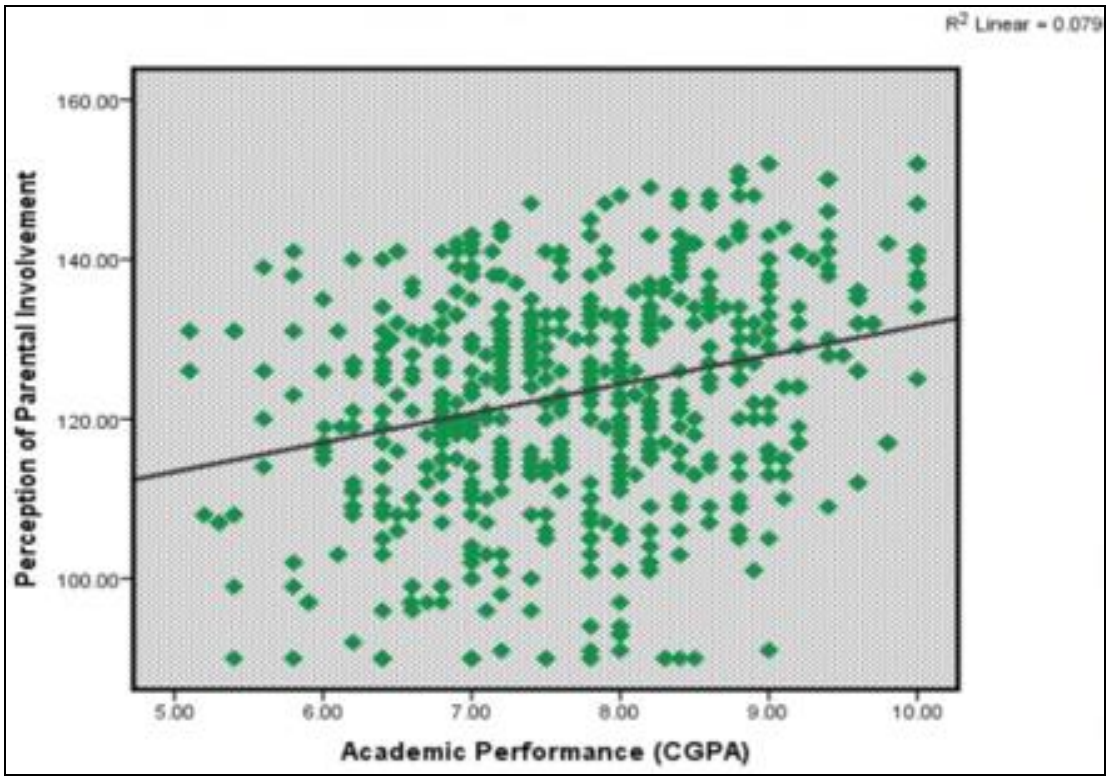

Fig 1: Scatter Plot showing the Relationship between Perception of Parental Involvement and Academic Performance

To study the relationship of secondary students' perception of different dimensions of parental involvement with academic performance

The bivariate correlation coefficient was computed for each measure independently in order to determine the link between secondary students' academic achievement and their assessment of the various parental engagement aspects.

Table 2: Correlation Coefficients between Perception of Different Dimensions Parental Involvement and Academic Performance (N =600)

Dimensions of PPI	Academic Performance (r)	Sig.
Academic	.04	.057
Motivational	.24	.000
Emotional	.33	.000
Financial	.25	.000

Table -2 indicates that there was a positive and significant correlation, at the.05 level of significance, between secondary students' academic performance and their perceptions of the three dimensions of parental involvement: financial (r =.25; p<.05), emotional (r =.33; p<.05), and motivational (r =.24; p<.05). However, at the.05 level of significance, the correlation coefficient (r=.04, p>.05) between academic success and secondary students' perceptions of their parents' academic participation was not significant. Thus, it may be inferred that secondary adolescents perform better academically the more their parents are seen to be financially, emotionally, and motivatingly involved.

To find out the extent to which secondary students' perception of parental involvement contributes to the prediction of academic performance

Linear regression was used to assess the contribution of secondary students' perceptions of parental participation to academic achievement prediction.

Table 3: Model summary of regression for perception of parental involvement to predict academic performance

Coefficients						
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**ANOVA Summary F-Sig.**	
1	.283[a]	.077	.074	1.00633	52.673.000	1
a. Predictors: (Constant), PPI; Dependent Variable: CGPA						

The regression model was statistically significant (f = 52.67, p<.05), according to the ANOVA summary. It indicates that the PPI was a reliable predictor of academic success and that the regression model was significant. With a R square of.074, the PPI was shown to be responsible for 7.9% of the variation in academic achievement.

Table 4: Coefficients summary of regression for perception of parental involvement to predict academic performance

Coefficients				
Model	**Unstandardized Coefficients B Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
1 (Constant)	5.044.373	.283	13.604	.000
PPI	.024.005		7.257	.000
a. Dependent Variable: CGPA				

The information required to forecast academic success from PPI and determine whether PPI makes a statistically significant contribution to the model is provided by the coefficients table 4. According to the table 5, at the.05 level of significance, B =.024 and t value = 7.257 were statistically significant. As a result, using the coefficients, the regression equation may be created as follows:

Academic Performance = 5.044+ (.024) Perception of Parental Involvement

Stepwise multiple regression for perception of different dimensions of parental involvement to predict

Academic performance: Perception of Parental Academic Involvement (PPAI), Perception of Parental Motivational Involvement (PPMI), Perception of Parental Emotional Involvement (PPEI), and Perception of Parental Financial Involvement (PPFI) are the four dimensions of parental involvement perception that are entered into the regression model to predict academic performance in order to perform stepwise regression analysis.

Table 5: Criteria of Variables Entered/Removed in Stepwise Regression Model for Perception of Different Dimensions of Parental Involvement to Predict Academic Performance

Variables Entered/Removed		
Model	**Variables Entered**	**Variables Removed Method**
1	PPEI	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >=.100).
2	PPMI	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >=.100).
3	PPAI	Stepwise (Criteria: Probability-of-F-to-enter<= .050, Probability-of-F-to-remove >=.100).

a. Dependent Variable: CGPA

Table 6: Model Summary of Stepwise Multiple Regression for Perception of Different Dimensions of Parental Involvement to Predict Academic Performance

Model Summary							
	R	R Square	Adjusted R Square	Std. Error of the estimate	R Square Change	ANOVA Summary F	Sig.
1	.305[a]	.093	.092	.99873	.093	62.900	.000[b]
2	.328[b]	.108	.105	.99141	.015	36.957	.000[c]
3	.339[c]	.115	.110	.98838	.007	26.379	.000[d]

a. Predictors: (Constant), PPEI
b. Predictors: (Constant), PPEI, PPMI
c. Predictors: (Constant), PPEI, PPMI, PPAI
d. Dependent Variable: CGPA

All three models (stage-I, F= 62.900, p<.05; Step-II, F= 36.957, p<.05; Step-III, F= 26.379, p<.05) were statistically significant in predicting the academic performance at each stage, according to the ANOVA summary of the stepwise regression model.

According to the stepwise regression model summary, PPEI explained 9.3% of the variation in academic performance in the first model and was the single best predictor (Step-I, R2 =.093). The second model demonstrates that 10.8% of the variance in academic performance was explained by PPEI and PPMI combined (Step-II, R2 =.108). PPEI, PPMI, and PPAI together (Step-III, R2 =.115) explained 11.5% of the variation in academic achievement in the final model.

Table 7: Coefficients Summary of Stepwise Multiple Regression for Perception of Different Dimensions of Parental Involvement to Predict Academic Performance

Coefficients								
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Correlations		
						Zero order	Partial	Part
1 (Constant)	5.695	.254	.307	22.115	.000	.307	.307	.307
PPEI	.075	.007		7.933	.000			
2 (Constant)	5.112	.313		16.185	.000			
PPEI	.053	.013	.215	4.442	.000	.307	.175	.172
PPMI	.037	.014	.514	3.177	.002	.283	.125	.123
3 (Constant)	5.464	.357		15.407	.000	.307	.197	.185
PPEI	.055	.014	.244	4.914	.000			
PPMI	.044	.014	.167	3.417	.001	.283	.135	.132
PPAI	-.017	.007	.98	2.185	.029	.074	-.084	-.085
a. Dependent Variable: CGPA								

All models' coefficients are displayed in Table.

Conclusion

The current study also identifies a number of parental demographic attribute impacts. The educational background of mothers has a greater impact on the academic achievement and self-perception of their students. Furthermore, the current study indicates that parents with higher levels of education are probably going to be more interested in their secondary school children's education. The sole factor influencing pupils' expectations of parental participation is the mother's educational position. Secondary kids with highly educated mothers have higher expectations for parental participation. According to the current study, adolescents' academic achievement, academic self-concept, impression of parental participation, and anticipation of parental involvement are all unaffected by their parents' work. Students whose moms work feel greater parental engagement, and they also perform better academically than students whose mothers stay at home.

The results of this study indicate that secondary students' academic success and academic self-concept are both correlated with their perceptions of parental participation; however, academic self-concept is more strongly correlated with parental involvement perceptions than academic performance. Furthermore, according to the regression analysis, secondary students' academic self-concept is more strongly predicted by their opinion of parental participation than by their academic achievement. The current study concludes that parental academic participation is not associated to secondary students' academic achievement; rather, parental academic involvement is related to parental emotional, motivational, and financial involvement in the context of many dimensions of parental perception. Conversely, the academic self-concept of secondary students is less strongly correlated with the reported financial participation of their parents and more strongly correlated with the perceived intellectual, emotional, and motivational involvement of their parents.

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