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**ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL  
STUDENTS OF MEERUT DISTRICT  
(A Study of impact of parent involvement on School involvement)**

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**ABSTRACT**

Parent involvement in a child education is consistently found to be positively associated with child academic achievement. This study used descriptive survey method. This study used a sample of 360 students of 10 secondary schools. Results indicated on the basis of analysis and interpretation of data it may be concluded from the results that academic achievement of the secondary school students is positively and significantly related to their parent involvement on school involvement.

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**Keywords:** *Parental involvement and school involvement, achievement, Secondary School Students of Meerut District U.P. India.*

**INTRODUCTION**

Even after independence our country has numerous problems regarding education. Our aims of educational system are neither achieved nor the progress of education is encouraging. One of the basic problem which educational psychologists face in the teaching learning of learners. It has been found that the child's self-confidence and his educational achievement in school are not the independent phenomenon. These are affected by some of the factors: Personality variables, school and teacher variables and social variables. Parent involvement is an important variable where a certain quality of life and certain type of behavior or activities are provided within the job of securing child's development on desirable lines. The academic performance of the child is also influenced by the involvement of parents in the school activities.

An ongoing disagreement is apparent in the literature about the existing relationship between parent involvement and child achievement. One group of investigators claims that there is causation between the two factors while another maintains that there is only correlation. Several studies have reported that parental involvement directly affects child's performance (Epstein, Gonzalez and Balano, 1991; Halle Kertz Coster and Mohny, 1997; Jhonson, 1992; Chopra and Sahoo, 1999, 2005.)

Within an increasing developed education system and atomized society, the pressure in Britain on schools to involve parents and parents themselves to take greater part in their children education is growing. But the studies which have been conducted in India are lamentably inadequate. So immediate attention is indispensable to identify the role of the parents towards the child for his personality development and better performance in the school and outside. Hence it demands our immediate attention to work in this field. All the above factors encouraged the investigator to go for the present venture.

## **PARENTAL INVOLVEMENT IN ACADEMIC ACHIEVEMENT**

It is no wonder that parent involvement with the schools has become a major education in issue in the 1980s. This is an era of increasing concern about the quality of education in this country. States are taking a greater role in monitoring and maintaining academic standards. Communities are ever more watchful of the expense of public education. Local schools are concerned about continuing to provide high-quality teaching and other services with dwindling resources. And parents want assurance that their children will receive adequate preparation to lead rewarding adult lives.

Is parent involvement a valuable, if largely untapped, resource for schools struggling to provide state-of-the-art instruction with diminishing funds—a way to instill pride and interest in schooling, increase student achievement, and enhance a sense of community and commitment? Or is it one more responsibility to add to overburdened teachers and administrators—or even a threat to the autonomy and professionalism of the schools?

This review of the literature on parent involvement examines these issues, focusing, in particular on the following five areas:

- Does parent involvement have positive effects on students' achievement? If so, what type of involvement works best?
- What are the effects of parent involvement on other student outcomes, such as attitude, self-concept, classroom behavior, and attendance?
- Is parent involvement useful beyond the preschool and early elementary grades—in middle school and high school? If so, what form should it take?
- What is known about the uses of parent involvement in predominantly minority and/or lower income communities?
- What, if any, effects on children's schooling can be attributed to parent involvement in the governance of school?

**Academic Achievement:** Achievement is defined as “the measure of what and how much an individual has learnt. It may be the quality or quantity of learning attained by an individual in a subject of study after a period of instruction.”

According to Eyeseneck & Arnold, in the *Encyclopaedia of Psychology* (1972), Achievement is defined as “General term for the successful attainment of goal requiring certain effort.”

The dictionary of Education, Good (1973), defines Academic achievement as accomplishment or proficiency of performance in a given skill or body of knowledge.

Thus, Academic achievement is an end product of learning whose level and performance are affected by various conditions existing at the time of learning and its use.

### **STATEMENT OF THE PROBLEM:**

Academic achievement of secondary school students of Meerut District: A study of impact of parent involvement on school involvement.

### **OBJECTIVE:**

The parent study was conducted to achieve for following objective.

- To find out relationship between academic achievement of secondary school student and parent involvement.

**HYPOTHESIS:**

There exists significant relation academic achievement of secondary school students and their parental involvement.

**RESEARCH METHODOLOGY**

Descriptive survey method of research was used in executing the present study. Method of investigation to study, describe and interpret what exists at present, where as survey studies are conducted to collect detailed descriptions, existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plan for improving them.

**POPULATION:**

The population of the study of 10 secondary school of Meerut District in U.P.

**VARIABLE:** Independent variable – parent involvement

Depended variable- Academic Achievement

**SAMPLE:**

Simple random sampling technique was adopted for selecting the sample.

**SAMPLE SIZE:**

Meerut District		Total
Govt. Secondary School	05	10
Private Secondary School	05	
Govt. Secondary School Student	180	360
Pvt. Secondary School Student	180	

**TOOS USED**

- In order to find out the academic achievement of Secondary School student the scores of their last annual examination were taken.
- In order to assess the involvement of parents the investigator used the standardized scale on parent involvement by Rita Chopra and Surabala Sahoo.

**STATISTICAL TECHNIQUES USED**

- Pearson's product moment co-relation (r) was applied in order to find the relationship between variables.
- 't' – test was applied in order to find out the significance of difference between different groups.
- Percentage was applied in order to categorize the students (high and average) on the basis of the dependent variables belonging to different groups of independent variables.

**DATA ANALYSIS AND INTERPRETATIONS**

When data has been obtained, it is necessary to organize them for the interpretation. Qualitative data may have to be summarized and treated statistically to make significant clean.” Olive R.A.G.

**Table -1**  
**Co-efficient of correlation between academic achievement (C) and Parent Involvement on the dimension of School Involvement (A)**

Technique	Groups	C	A <sub>1</sub>	PMC Value
Product Moment Correlation	C	1,000	0.180	0.192
	A	0.180	1,000	

Significant Level 0.01

**INTERPRETATION:**

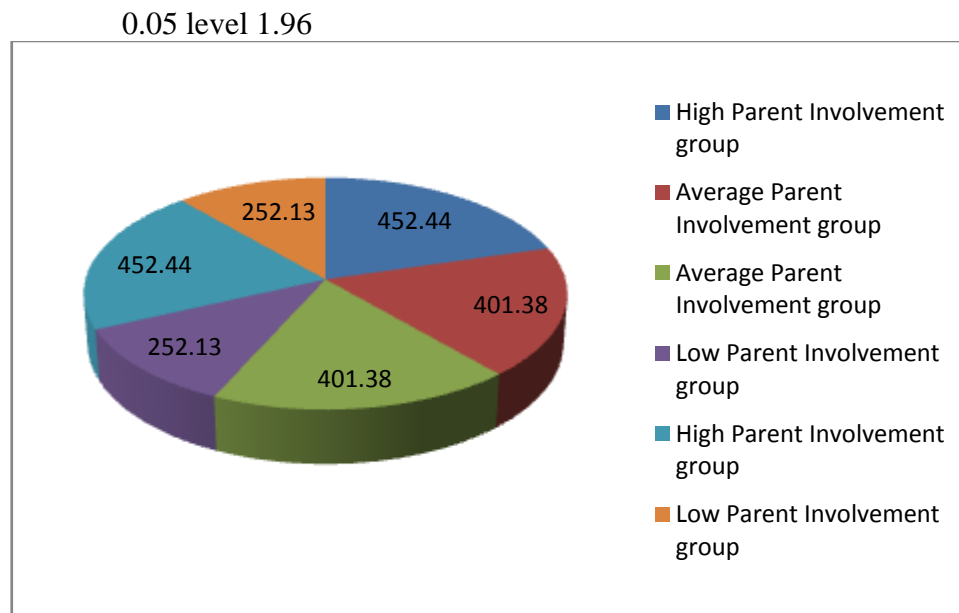
The Table-1 reveals that the co-efficient of correlation between academic achievement of secondary school students and their parent involvement is 0.192, which is significant at 0.01 level of significance. Thus hypothesis which was formulated earlier i.e. “There exists significant relationship between academic achievement of secondary school students and their parent involvement” is accepted. It means that academic achievement of students is positively and significantly related to parent involvement. It can also be said that the variables i.e. academic achievement and parent involvement are positively correlated with each other.

**Table-2**

S. No.	Variable	Group	N	Mean	S.D.	SE <sub>DM</sub>	t-value
1.	Academic Achievement	High Parent Involvement group	92	452.44	62.13	14.69	3.48**
		Average Parent Involvement group	62	401.38	63.93		
2.	Academic Achievement	Average Parent Involvement group	62	401.38	63.93	16.02	9.32**
		Low Parent Involvement group	46	252.13	53.75		
3.	Academic Achievement	High Parent Involvement group	92	452.44	62.13	14.47	13.84**
		Low Parent Involvement group	46	252.13	53.75		

\*\*Significant at 0.01 level

Table Value at 0.01 level 2.58



**Graph**

**INTERPRETATION:**

The Table-2 shows that the calculated ‘t’ ratio between the academic achievement of students belonging to high parent involvement group and average parent involvement group is 3.48 which is greater than the given table value at 0.01 level of significance. It means that there exists significance difference between these two groups of students. It means that academic achievement of students belonging to high parent involvement group differs significantly from the academic achievement of students belonging to average parent involvement group. Hence the earlier formulated hypothesis i.e. “There exists significant difference between the academic achievement of students belonging to high parent involvement group and average parent involvement group” is accepted. Again the mean score of academic achievement of students belonging to high parent involvement group is higher than the mean score of academic achievement of students belonging to average parent involvement group. That means parent involvement is a factor which influences the academic achievement of secondary school students.

Further Table No.-2 depicts that the calculated ‘t’ ratio between the academic achievement of students belonging to average parent involvement group and low parent involvement group is 9.32 which is greater than the given table value at 0.01 level of significance. It means that there exists significance difference between these two groups of students. It means that academic achievement of students belonging to average parent involvement group differs significantly from the academic achievement of students belonging to low parent involvement group. Hence the earlier formulated hypothesis i.e. “There exists significant difference between the academic achievement of students belonging to average parent involvement group and low parent involvement group” is accepted. Again the mean score of academic achievement of students belonging to average parent involvement group is higher than the mean score of academic achievement of students belonging to low parent involvement group. That means parent involvement is a factor which influences the academic achievement of secondary school students.

Further Table No.-2 depicts that the calculated ‘t’ ratio between the academic achievement of students belonging to high parent involvement group and low parent

involvement group is 13.84 which is greater than the given table value at 0.01 level of significance. It means that there exists significance difference between these two groups of students. It means that academic achievement of students belonging to high parent involvement group differs significantly from the academic achievement of students belonging to low parent involvement group. Hence the earlier formulated hypothesis i.e. "There exists significant difference between the academic achievement of students belonging to high parent involvement group and low parent involvement group" is accepted. Again the mean score of academic achievement of students belonging to high parent involvement group is higher than the mean score of academic achievement of students belonging to low parent involvement group. That means parent involvement is a factor which influences the academic achievement of secondary school students.

Belonging to high parent involvement group differ significantly from the academic achievement of students belonging to average parent involvement group. Hence the earlier formulated hypothesis i.e. "There exists significant difference between the academic achievement of students belonging to high parent involvement group and average parent involvement group" is accepted. Again the mean score of academic achievement of students belonging to high parent involvement group is higher than the mean score of academic achievement of students belonging to average parent involvement group on the dimension of school involvement. That means parent involvement on the dimension of school involvement is a factor which influences the academic achievement of secondary school students.

Further Table No.-2 depicts that the calculated 't' ratio between the academic achievement of students belonging to average parent involvement group and low parent involvement group on the dimension of school involvement is 3.76 which is greater than the given table value at 0.01 level of significance. It means that there exists significance difference between these two groups of students. In other words academic achievement of students belonging to average parent involvement group differs significantly from the academic achievement of students belonging to low parent involvement group on the dimension of school involvement. Hence the earlier formulated hypothesis i.e. "There exists significant difference between the academic achievement of students belonging to average parent involvement group and low parent involvement group" is accepted. Again the mean score of academic achievement of students belonging to average parent involvement group is higher than the mean score of academic achievement of students belonging to low parent involvement group. That means parent involvement on the dimension of school involvement is a factor which influences the academic achievement of secondary school students.

Furter Table No.-2 shows that the calculated 't' ratio between the academic achievement of students belonging to high parent involvement group and low parent involvement group on the dimension of school involvement is 10.42 which is greater than the given table value at 0.01 level of significance. It means that academic achievement of students belonging to high parent involvement group differs significantly from the academic achievement of students belonging to low parent involvement group on the dimension of school involvement. Hence the earlier formulated hypothesis i.e. "There exists significant difference between the academic achievement of students belonging to high parent involvement group and low parent involvement group" is accepted. Again the mean score of academic achievement of students belonging to high parent involvement group is higher than the mean score of academic achievement of students belonging to low

parent involvement group on the dimension of school involvement. That means parent involvement on the dimension of school involvement is a factor which influences the academic achievement of secondary school students.

#### **FINDINGS:**

- These exists significant relationship between academic achievement of secondary school students and their parent involvement.
- There exist significant relationship between academic achievement of secondary school students and their parent involvement on the dimension of school involvement.
- There exists significant difference between the academic achievement of students belonging to high parent involvement group and average parent involvement group on the dimension of school involvement.

#### **CONCLUSION:**

One the basis of analysis and interpretation of data it may be concluded from the results that academic achievement of the secondary school students is positively and significantly related to their parent involvement. It can be concluded that parent involvement has positive impact on academic achievement of secondary school student. High parent involvement level to high academic achievement.

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