

A Study on Parental Involvement among the Secondary School Students of Coastal Area

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Abstract

The aim of the present study is to assess the status of parental involvement among secondary school students of coastal area and to compare it with gender and dimensions of parental involvement. The study comprised of 100 coastal area students and the study is conducted by descriptive survey method. The sample of the study was drawn from secondary school students of Thrissur District of Kerala state by using random sampling. The data for the study were collected by using Parent Involvement Questionnaire (Sibi & Meera 2020). The findings revealed that the Parental Involvement is not found optimum among coastal area students. The results support that there is no significant difference in the level of Parental involvement between male and female coastal area students. The result also shows that there is significant difference among male and female students regarding school and social based dimensions of Parental Involvement. Gender wise and dimension wise comparisons were also done using mean, S.D. and independent samples t-test.

Key Word: Parental Involvement, Dimension, Coastal Area, Secondary School.

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I. Introduction

Adolescence is a period of rapid growth and a time of extensive personality reorganization. Pasty and Aminbhavi (2006) stated that adolescence is a time of rapid development of discovery one's real self, defining personal values and finding one's vocational and social direction. Adolescence is a time when parent's limits are thoroughly tested. Although the issues may vary from day to day and family to family, the underlying battle is to control what the adolescent thinks and does.

Parental support refers to assistance given to children to ease mental stress and unhappiness. This is one of the fundamental ways in which parents provide support to children. However, the manner in which they do this varies depending upon the child's physical and psychological capacities and on the parent's care giving abilities. Parental support is a way of maintaining physical and psychological closeness between child and parents. It is said that parents are ultimately responsible for helping children becoming independent and for creating a family environment that helps them developing the ability to be flexible in different surroundings. For these reasons parental support is vital not only to individual children's but also to society at large. When parents use positive means to motivate and guide children become better family members, 3 better social partners, and better citizens. Parental support is the interaction between parents and their children includes positive behavior such as interest, support, open communication and parent child connectedness which help children to be autonomous and successful in shaping their own lives. (Way and Rossman 1997).

Epstein (2001,2009) alleges that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid students in succeeding at school. Other reason includes improving school climate and school programs, developing parental skills and the leadership assisting the families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons emphasize the importance of parents in playing an active role in their children's education and keeping a strong and positive relationship with schools.

Parent child relationship consists of a combination of behaviors, feelings and expectations that are unique to a particular child. The relationships involve the full extent of a child's development (Noller 1994) found that a family relationships remain important throughout adolescence. In families where relationships are seriously attenuated, however peer influences surges and adolescence are at greater risk of adjustment problems (Fulingni and Eccles, 1993).

Family and school is an undivided part of every student's life. Most of their time, they spend in school and family. Families are and will remain a central source of support to adolescents in most parts of the world. Many are becoming better positioned to support their adolescent's preparation for adulthood. Smaller family

sizes result in adults devoting more resources and attention to each child. Parents in many parts of the world are adopting more responsive and communicative parenting style which facilitates development of interpersonal skills and enhances mental health. (Larson, Wilson, & Mortimer 2002).

Parental attitude plays an important role in development of every child. The accepting parent put the child in a position of importance in the home and develops a relationship of emotional warmth. They encourage the child and make itself apparent in receptive or positive attitude towards the child's idea and judgements, worthiness and capability, love and affection and admiration along with adequate attention towards him. An avoidance attitude of parents manifests itself in interpersonal relationships in direct ways, when the child has to face excessive criticism, jealousy, comparison, harsh and inconsistent punishment by both or either of the parents in his upbringing. An avoidance attitude of parents may also exhibit itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him. (Adsul, 2015).

Parenting is a process of caring for children and helping them to grow and learn. Parental attitude involves positive willingness to have children, to rear them to have interest in their activities, to enjoy being with children. Good parents usually use skills, give lots of time, energy, have patience, understanding etc. Parents develop their parenting styles from their own experiences during childhood, their personalities, societal influences and the parent's basic attitudes towards children and child rearing. (Asrat, 2021)

II. Need and Significance

Parenting is a privileged responsibility of helping the child to reach the potentialities there by and to contribute effectively to the society. An extensive literature on socialization practices and their effects provides consistent evidence that parental warmth, inductive discipline, non-punitive punishment practices and consistency in child rearing are associated with positive developmental outcomes in children. (Maccoby & Martin 1983)

The involvement or participation of parents in the education of their children is seen as an important strategy to improve educational careers of the children, especially those of disadvantaged backgrounds determined by ethnic minority origin and low socio-economic status. (Epstein,1995, Chrispeels, 1996 Fleischmann, & de Haas,2016).

Parental role structure has an influence based on expectations and aspirations of parents and those related them that including the memberships of the family, peers and school personnel (Hoover-Dempsey and Sandler, 1995).

A real partnership between parent and school is one of the most imperative pillars of the academic success. Parental involvement frequently assumed as exact activities, compartments and practices that parents occupy in, to support their children's schooling. These activities can take place in a diversity of settings comprising a child's school, home or community. The reason is that, parents are the source and primary educators of their children. In this case, if they provide a full cooperation towards their children's education, a learning objective shall be achievable (Saulwick, 2006). Many studies have also indicated that involvement of parents in their children's education positively associated with learning performance. It is also associated with attendance, discipline, child behavior as well as quality of teaching (Michael, Dittus, & Epstein, 2007; Leithwood & Steinbach 2002)

Many researchers recognize the important role that strong positive bond between homes and schools, play in the development and education of children (Edwards & alldred, 2000; Henderson & Berla, 1994; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009)

Parental Involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support and a positive attitude about school. Several studies indicate increased academic achievement with students that have involved parents (Epstein, 2009; Greenwood & Hickman, 1991; Henderson & Berla, 1994; Rumberger et al,1990; Swap, 1993; Whitaker & Fiore, 2001) Studies also indicate that Parental Involvement is most effective when viewed as a partnership between educators and parents (Davis, 1996; Emaegwali, 2009; Epstein, 2009)

Parental involvement is seen as an important strategy for the advancement of the quality of education. The ultimate objective of this is to expand the academic and social capacities of students, especially those of disadvantaged backgrounds determined by coastal area origin and low socio-economic status. In this contribution, various forms of both parental and school-initiated involvement will be described. In addition, results of studies into the effectiveness of parental involvement will be presented.

III. Statement of the Problem

“A Study on Parental Involvement among the Secondary School Students of Coastal Area”

IV. Objectives of the Study

1. To Find out whether there is any significant difference in Parental Involvement and its dimensions among secondary school students of coastal area with respect to gender

V. Methodology

Method adopted for the study is survey. Random Sampling technique was used to collect data. The sample of the research study included Secondary School Students of Coastal Area, studying at GMHSS Chamakkala, Thrissur District, Kerala during the academic year of 2021-22. A sample of 100 students were selected from VIII and IX standards (50 Male and 50 female students)

Tools Used for the Study

Parental Involvement Questionnaire (Sibi & Meera, 2020)

This questionnaire measures the Parental Involvement of secondary school students selected as sample for the study. Reliability of the test was ensured by finding coefficient of correlation between the test re-test administered to selected number of students (N=30) after one month. The obtained value of correlation coefficient was 0.92, which claims high reliability.

Statistical Techniques Used

Independent 't' test was used for Data Analysis

Table 1 Details of Parent Involvement Dimensions

Dimensions	Types	Items
School-based	School events	Positive relationship with teachers, friends; Providing encouragement to participate in curricular and extra-curricular activities; Making sure satisfied in school atmosphere.
Home-based	Care & attention	Discussing school events, providing learning environments, Providing nutrient foods; Monitoring homework; helping with homework
Social-based	Behavior Management	Providing encouragement to interact with friends, teachers, neighbors and others in the society, making sure to interact teachers with love and respect, discussing to develop values etc.
Economic based	Education, wealth, job	Contributing to classroom decorations, study tours; Providing good clothes; Providing facilities; level of education; positions in society related to job.

Table 1 shows the dimensions of Parent Involvement, Types and items. The current study identified Four Parental Involvement dimensions, namely Home based, School based, Social based and Economic conditions based. Parental Involvement dimensions were expanded from the theory (Green & Hoover-Dempsey, 2007 & Nguon, 2012). 55 items were included in the final tool which 34 were positive and 21 negative. School based refers to what parents do at school in order to enhance children's achievement. For this they should create a positive relationship with teachers, helping them maintain a good relationship with peers, providing encouragement to participate in curricular and extra-curricular activities; Making sure that they are satisfied in school atmosphere.

Home based involvement refers to what parents do at home such as discussing school events, providing learning environments, providing nutrient foods; Monitoring homework; helping with homework.

Social based involvement refers to what parents do fostering children's social life. Providing encouragement to interact with friends, teachers, neighbors and others in the society, making sure to interact teachers with love and respect, discussing to develop values etc.

Economic based involvement refers to efforts parents put into supporting children's financial needs and social status. Contributing to classroom decorations, study tours; Providing good clothes; Providing facilities; level of education; positions in society related to job.

VI. Analysis and Interpretations

6.1 To compare the Parental Involvement among Secondary School Students of Coastal Area with respect to Gender.

6.1.1 To compare the School-based dimension of Parental Involvement among Secondary School Students of Coastal Area with respect to Gender.

6.1.2 To compare the Home-based dimension of Parental Involvement among Secondary School Students of Coastal Area with respect to Gender.

6.1.3 To compare the Social -based dimension of Parental Involvement among Secondary School Students of Coastal Area with respect to Gender.

6.1.4 To compare the Economic-based dimension of Parental Involvement among Secondary School Students of Coastal Area with respect to Gender.

Table 2 Details of Test of Significance of Difference between Mean Scores of Parental Involvement of Girls and Boys

Variable	Gender	N	Mean	Standard Deviation	Critical ratio	Level of Significance
Parent Involvement	Girls	50	118.6	10.34	1.80**	0.01
	Boys	50	115.16	8.63		

Table 2 shows the Involvement of mother among Girls and Boys of Secondary school students of Coastal area. From the table it can be implied that there exists no significant difference in the mean scores of the variable Parent Involvement of Girls and Boys of Secondary schools of Coastal area. The value of Critical ratio obtained was less than the value 1.96. The obtained value of Critical ratio 1.80 is less than 1.96 and so it is not significant at 0.05 level, hence there is no significant difference between the groups.

Table 3 Analysis of Parental Involvement of Secondary School Students of Coastal area on Dimension School based with respect to Gender

Dimension	Gender	N	Mean	Standard Deviation	Critical ratio	Level of Significance
School Based	Girls	50	23.22	2.367	4.88	0.01
	Boys	50	20.46	3.221		

Table 3 shows the analysis of Parental Involvement of Secondary School Students of Coastal Area with respect to Dimension school based and the Gender. Critical ratio found to be 4.88 which is higher than 2.58 which means the value is significant at 0.01 level. Thus we can tell that there exists significant difference between the mean scores of dimension school based on girls and boys.

Table 4 Analysis of Parent Involvement of Secondary School Students of Coastal area on home based and Gender

Dimension	Gender	N	Mean	Standard Deviation	Critical ratio	Level of Significance
Home Based	Girls	50	37.74	3.468	0.59	0.01
	Boys	50	37.24	4.825		

Table 4 shows the analysis of Parental Involvement of Secondary School Students of Coastal Area Dimension Home based with respect to Gender. From the table it can be implied that there exists no significant difference in the mean scores of the dimension Home based. The critical ratio obtained was less than the value 1.96 that is set for the significance at 0.05 level.

Table 5 Analysis of Parental Involvement of Secondary School Students of Coastal area on Dimension Social based with respect to Gender

Dimension	Gender	N	Mean	Standard Deviation	Critical ratio	Level of Significance
Social Based	Girls	50	31.4	2.618	2.97**	0.01
	Boys	50	30	2.050		

Table 5 shows the analysis of Parental Involvement of Secondary School Students of Coastal Area Dimension Social based with respect to Gender. The mean scores of dimension Social based obtained for Girls

and boys students tells, that the mean scores are higher for Girl students. The critical ratio obtained for the sample is 2.97 which is greater than 1.96 and so the value is significant at 0.05 level. This shows that there is significant difference in the mean scores of Dimension social based between girls and Boys.

Table 6 Analysis of Parental Involvement of Secondary School Students of Coastal area on Dimension Social based with respect to Gender

Dimension	Gender	N	Mean	Standard Deviation	Critical Ratio	Level of Significance
Economic Based	Girls	50	27.02	3.825	0.527	0.01
	Boys	50	26.62	3.768		

Table 6 shows the analysis of Parental Involvement of Secondary School Students of Coastal Area Dimension Economic based with respect to Gender. From the table it can be implied that there exists no significant difference in the mean scores of the dimension economic based. The critical ratio 0.527 is less than 1.96 and so it is not significant at 0.05 level, hence no significant difference between the groups.

VII. Findings

Analysis on Parental Involvement among secondary school students of coastal area with respect to gender reveals that there exists no significant difference in the mean scores of the variable Parental Involvement on girls and boys. Analysis on School and Social based dimensions of Parental Involvement, it can be implied that there exists a significant difference in the mean scores. The study also found that there is no significant difference in the mean scores of Home and Economic based dimensions of Parental Involvement.

VIII. Conclusions

Parental Involvement is usually denoted as parent's participation in their children's schooling with the determination of stimulating their educational and social achievement (Fishel & Ramirez, 2005). Parental Involvement is an important part of students over all development. Conducting parent teacher meeting is the most common activity in the school. At classroom meetings classroom teachers usually discuss student's progress, grades, attendance, information about upcoming exams and request for fund raising. Teachers are not generally engaged in a friendly and open talk with parents. The study has found the importance of Parental Involvement in Coastal area schools is recognized, and it has surveyed the current practices of parent involvement activities. Four parental involvement dimensions were identified: Home based, School based, Social based, Economic conditions based. Each of these dimensions were implemented in this study of coastal area of secondary school students. The findings revealed that there is no significant difference between Parental Involvement among boys and girls of coastal area students. It is also found that there is school based and social based dimensions have significant difference between boys and girls of coastal area students. Home based and economic based dimensions showed no significant difference between boys and girls of coastal area students.

IX. Educational Implications

- School should support and encourage parental Involvement. Make parents feel welcome at school, involving parents in decision making.
- Teachers should conduct more meaningful Parental Involvement programs depending on students and parent's needs. They should provide information about parenting skills and community resources. Conduct friendly talk, group discussions.
- Parents should consider the teacher as a partner in managing the education of their child. With proper guidance and support from the teacher, parents may become more involved in home learning activities.
- Parents should follow a family routine. Provide calm and quiet atmosphere to learn to be strict about bed time and have a dinner together.
- Parents should regularly check their child's performance at school and also know teacher's remarks about their child.
- Be a good model to your child and let them know the importance of discipline and hard work.
- Parents should encourage their achievements and progress in school and visit their school once in a while.
- Parents should promote reading, writing and participating discussions among family members. Extracurricular activities go a long way in enriching educational experience for children. Teachers lack the time for making this investment.

- Parents should assist the child for projects, parties and other events at the early stages of their development. An extra pair hand is always appreciated.

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