

**A Study of the Relationship of Parental Involvement and other Variables with the
Academic Achievement of the Students.**

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Abstract

Academic achievement mentions the degree or level of success or that of competency attained in some specific areas related to scholastic or academic work. Academic achievement opens a number of doors for the students and they can go further for better jobs in different fields to get success in their life. This present research paper is a brief attempt to investigate if there is any significant relationship between parental involvement, study habits, educational aspiration, and school environment with the academic performance of senior secondary school students of Western Uttar Pradesh, India. The study is purely based on the primary source of data collected through standardized tools. A sample of 718 senior secondary school students constitutes the sample for the study. The results of the study revealed that all the independent variables have significant relationship with the academic achievement of students and parental involvement has been found the most profound relationship with the academic achievement of the students among all the groups under study.

Keywords: Academic achievement, study habits, educational aspiration and school environment.

Introduction

Academic achievement signifies what and how an individual has achieved qualitatively and quantitatively after a period of instructions given in class and shows a performance carried out successfully by an individual on the completion of a learning task. It means all those behavioral changes which take place in an individual as a result of various learning experiences (Chawla, 2016). According to Dictionary of Education (2008), "Academic achievement is a measure of knowledge gained through formal education usually indicated by test scores, grades and degrees." Thus academic achievement mentions the degree or level of success or that of competency attained in some specific areas related to scholastic or academic work. Academic

achievement opens a number of doors for the students and they can go further for better jobs in different fields to get success in their life. Various factors like special abilities, aptitudes, interests, motivation, health, methods of study, medium of instructions, socio economic status and other similar components might play a vital role in determining one's success in academic achievement. Academic achievement is the basis to evaluate the progress of students in the whole teaching and learning process.

Review of Related Literature

Academic achievement, with no doubt, has always been one of the most imperative objectives of the whole educational process. Academic achievement is a key and core concept through which students learn about their talent, abilities and competencies which are an important part of developing career aspirations (Lent et al., 1996). Study Habits (SH) has been a very significant factor which has attracted the attention of educational researchers to analyze its relationship and effects on academic achievement and other related variables. Rao (1997) in his study came to the conclusion that socio-economic status of students plays a vital role in forming and shaping their study habits.

Educational aspiration (EA) of the students and its role in academic success has been the subject of a large amount of studies in education and psychology. It described the students' beliefs about the importance or value of a task and why students approach or avoid a task (Pigatt, 2009). Stipek (1997) described aspiration as a personality dimension that is directly linked with greater success in education.

The parents' involvement (PI) in their children's education at home motivates them to do better in learning processes and help them move towards their goals of life. The assessment of different factors related to academic achievement of students is essential for the prediction and estimation of the possibilities for further progress. The impact of family factors on children's education has been expounded upon by a number of studies. Fan (2001) concluded that the educational aspiration of the parents for their children proved to be actively connected to the academic achievement of the students. Haseen (1999) in his study suggested that social class, child parents' interaction and dependency behavior had significant impact on students' academic achievement. Parents' educational status of was proved to be positively related to students' academic achievement of students in the disciplines of Arts, Science and Commerce. Laxmi

(1997) identified that children whose parents had higher degree of education were academically more aspired and parental involvement in children's academic achievement seems to be one of the most important factors related to achievement among adolescents.

The entire educational system nowadays centers around the academic achievement of students; though a number of other outcomes are also expected from the school system. Thus, a substantial amount of time, endeavors, physical facilities of the schools are being employed to help students attain better in their academic endeavors (Ramaswamy, 1990). Bency and Prasad (2013) concluded that male and female, rural and urban students were found to be significantly different in their school environment. Rural students had more healing school environment than urban. The female secondary school students revealed a higher level of academic achievement than their male counterparts. However, no significant difference was revealed among urban and rural students with respect to their academic achievement. The study further revealed a significant positive liaison between the environment of the school and secondary school students' academic achievement. Sharma (2012) showed that the government schools of Chandigarh had better learning environment than private schools. It was also found that the students of government schools of Chandigarh had higher creativity level than the students of private schools.

Objectives of the Study

1. To find out the extent of relationship between criterion variable (academic achievement) and predictive variables (parental involvement, study habits, school environment and educational aspiration) among total sample groups.
2. To determine the strength of relationship between criterion variable (academic achievement) and predictive variables (parental involvement, study habits, school environment and educational aspiration) among total sample sub-group.

Hypotheses of the study

Ho 1: "There would be no significant relationship between criterion variable (academic achievement) and predictive variables (parental involvement, school environment, study habits and educational aspiration) among total sample groups"

Ho 2: “There would be no significant relationship between criterion variable (academic achievement) and predictive variables (parental involvement, school environment, study habits and educational aspiration) among total sample groups”

Variables Involved in the Study

The present study involved academic achievement as a dependent variable and study habits, parental involvement, school environment and educational aspiration are the independent variables in the study.

In order to carry out the present investigation, the researcher selected four districts of Western Uttar Pradesh namely Moradabad, Rampur, Sambhal and Aligarh. Random sampling technique was utilized in order to select 910 students as sample. Out of these one hundred ninety-two (192) students’ response sheets were discarded due to incomplete information given by the students. Finally, 718 respondents were selected as a sample for the study.

Tools of the Study

In present study the researcher has employed standardized tools. Four standardized tools were administered to collect data like. The Parental Involvement Scale developed by Dr. VijayaLaxmiChouhan.,&Mrs. GunjanGanotraArora.(2009), Educational Aspirational Scale by Educational Aspirational Scale by Dr. V.P. Sharma.,& Dr.(Km) Anuradha Gupta (2015) Study Habits Scale by Dimple Rani., & Dr. M.L. Jaidka (2015) School Environment Inventory developed by Prof.K.S. Misra.(2012).

Data Collection

The researcher selected four districts of Western Uttar Pradesh namely Moradabad, Rampur, Sambhal and Aligarh to collect the data for study. Random sampling technique was utilized in order to select 910 students as sample.. Finally, 718 respondents were selected as a sample for the study. Pearson Product Moment Correlation was used to analysis the obtained data in the study.

1. Tabulation and Interpretation of Correlation Analysis

Table-1

Correlation between Criterion Variable (Academic Achievement) and Predictive Variables among Total Sample Groups

Predictive Variables	Criterion Variable-Academic Achievement				
	Total Sample	Total Muslim	Total Non-Muslim	Total Male	Total Female
Parental Involvement	.25*	.62*	.66*	.63*	.71*
School Environment	.61*	.60*	.48*	.50*	.50*
Study Habits	.52*	.57*	.56*	.40*	.55*
Educational Aspiration	.65*	.48*	.66*	.41*	.49*

*Significant at .01 level of Confidence

The coefficient of correlation presented in Table-1 between criterion variable i.e. academic achievement and predictive variables i.e. parental involvement, school environment, study habits and educational aspiration are found statistically significant at 0.01 level of confidence. The correlation value between parental involvement and academic achievement is ($r=0.25$) for total sample ($r=0.62$) for total muslim ($r=0.66$) for total non muslim ($r=0.63$) for total male and $r=(0.71)$ for total females. The findings of the study of (Nyarko, 2011; Vijayalakshmi and Munappan, 2016;) indicated a positive and significant correlation between between parental involvement and the academic achievement of the students. Rafeeq, W .et al.(2013) in their study revealed that there was a positive relationship between parental involvement and academic achievement of the students.

The correlation value between school environment and academic achievement is calculated as ($r=0.61$) for total sample, ($r=0.60$) for total Muslim, ($r=0.48$) for total non Muslim ($r=0.50$) to be total male, ($r=0.50$) for total females. The harmonious findings of (Prasad, 2013; Galab et al., 2008) also stated a significant positive relationship between school environment and academic achievement of secondary school students.

The correlation value between study habits and academic achievement which is calculated to be as $(r = 0.52)$ for total sample, $(r = 0.57)$ for total Muslim, $(r = .0.56)$ for total non Muslim, $(r = 0.40)$ total male and $(r = .55)$ for total females. The same results were revealed by (Anwar, 2013;) that study habits and academic achievement of students had significant relationship and concluded that good study habits increase the level of academic achievement of students while poor study habits decrease the amount of learning achievement.

The correlation value between educational aspiration and academic achievement and which is calculated to be as $(r = 0.65)$ for total sample, $(r = 0.48)$ for total Muslim, $(r = .0.66)$ for total non Muslim, $(r = 0.41)$ total male and $(r = .49)$ for total females. The findings of Kazmi, et al (2013) highlighted a significant relationship between academic achievement and educational aspiration of the students.

Some of the contrary results were also found as Lawrence (2014) concluded no significant relationship between study habits and academic achievement of students as well as the findings of Lawrence and Vimala (2012) in their research explored no significant relationship between the school environment and academic achievement of students. The achievement of the students was not found as per their level of aspiration. Hence, the null hypothesis no.1 is rejected.

Table-2

Correlation between Criterion Variable (Academic Achievement) and Predictive Variables among Total Sample Sub-Groups

Predictive Variables	Criterion Variable-Academic Achievement			
	Muslim Male	Non-Muslim Male	Muslim Female	Non-Muslim Female
Parental Involvement	.58	.59	.68	.73
School Environment	.59	.43	.74	.61
Study Habits	.55	.54	.61	.32
Educational Aspiration	.50	.24	.48	.24

* Significant at .01 level of Confidence

It is evident from the Table-2 that the coefficient of correlation values between criterion variable i.e. (academic achievement)and predictive variables i.e. parental involvement, school environment, study habits and educational aspiration for sub groups were found statistically significant at 0.01 level of confidence. The correlation values between parental involvement and academic achievement for different sample sub groups are ($r=0.58$) for Muslim male, ($r=0.59$) for non-Muslim male, ($r=0.68$) for Muslim female and ($r=0.73$) for non-Muslim females. Jayaswal et al. (2003) were of the opinion that there was a significant and positive relationship between parental involvement and academic achievement of tribal students. The coefficient of correlation between academic achievement and school environment which is calculated to be ($r=0.59$) for Muslim male, ($r=0.43$) for non-Muslim male, ($r=0.74$) for Muslim female and ($r=0.61$) for non-Muslim females. The coefficient of correlation between academic achievement and study habits for sub groups were also found significant that is ($r=0.55$) for Muslim male, ($r=0.54$) for non-Muslim male, ($r=0.61$) for Muslim female and ($r=0.32$) for non-Muslim females. The findings of Premalakshmi (2012) supported the above results that good study habits had better academic achievement than those who had poor and average study habits regarding their school work. The coefficient of correlation between academic achievement and educational aspiration also came out as ($r=0.50$) for Muslim male, ($r=0.24$) for non-Muslim male, ($r=0.48$) for Muslim female and ($r=0.24$) for non-Muslim females. Hence, the null hypothesis no. 2 is rejected.

Conclusion

The results of the study indicated a positive and significant correlation between parental involvement, study habits, educational aspiration and school environment with the academic achievement of the students among all groups. The results of the study also showed a significant relationship between academic achievement and other predictive variables among all sub groups of the study and the important factor was that the parental involvement variable came out as the most significant relative and determined with the academic achievement of the students also other variables like educational aspiration, school environment and study habit also were found profound relationship in determining the academic achievement of the students.

Suggestions

The obtained findings of the present study being crucial have implications both for the educational practitioners, teachers, parents, educators, researchers, policy makers,

educational administrators and other stakeholders in the field of education. In the light of the findings of present study the following suggestions can be put forward.

1. Parental involvement has been found significant relationship with academic achievement in many groups under study revealing the importance of parental involvement in learning process. It is highly essential that teachers must guide the parents of the students about the importance of education to develop and to enhance their academic performance.
2. Teachers should guide and make aware the students about various components of study habits and also motivate them to learn the skill and develop the temperament of good study habits as study habit also wound a significant relationship with academic achievement of the students.
3. Setting up motivational talk by renowned motivational speaker to boost the morale of the students and the importance of study habits and time management may yields the positive results.
4. Equity should be maintained by providing extra support, time and efforts to the low educational aspired students both by the parents and teachers as educational aspiration lead a student to do better in his academics progress.
5. Parents should regularly observe the academic endeavors of their children and communicate the children to keep them motivated in learning process.
6. By involving in students' learning process parents should set realistic and attainable goals for their children and they should not be overburdened with high expectations beyond their capacities.
7. Trained school counselors should be recruited who can guide and teach the students study skills as per their interests, attitudes and abilities which help students to overcome the academic problems.
8. Involvement of the parents should be enhanced by inviting them in various school activities and they should also be motivated to regularly participate in parent teacher meetings at schools.

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