
Dynamics of Parental Involvement: A Focus on High School Students in Aizawl

Lalramnghaki*
Vanlaldinpuia**
R. Lalhmingangi***

Abstract

The present study examines the dynamics of parental involvement among high school students in Aizawl. The study comprises of a random selection of 80 parents (32 male and 48 female) for the study. The 'Parental Involvement Scale' developed by Rita Chopra and Surabala Sahoo was used to measure the involvement of parents of high school students. Results highlight that majority of the parents had average involvement. No significant differences were found in the parental involvement with regard to their gender and parent's educational qualification.

Key Words: Parental involvement, High school students, Educational qualification

Introduction

Undoubtedly, among the numerous elements that shape a child's developmental pathway, the family structure holds an unassailable position as the most influential (Berk, 2009). From the dawn of life, parents and familial systems provide essential care to their offspring, catering to their needs and shielding them from diverse potential harms (Broderick & Blewitt, 2015). It is within the sanctuary of the family that children form their initial relationships. Parents and family members function as the child's foremost educators, acting as role models and influencing their experiential comprehension of life (Santrock, 2011).

Parental engagement is undeniably paramount, serving as a pivotal determinant in influencing both the formative and subsequent stages of an individual's life. Therefore, it is essential that any program designed to optimize the inherent potentialities of all children should position the dynamic interaction between parent and child at the forefront. Parents exhibit a foundational role in rearing their offspring, an endeavour that encompasses not merely the quantifiable commitment of time and fiscal resources, but also an array of nuanced elements that often go unnoticed.

*Lalramnghaki, MA Education, Department of Education, Mizoram University, Mob: 9774925139; Email: lalramnghaki345@gmail.com

** Vanlaldinpuia, Research scholar, Department of Education, Mizoram University, Mob: 9615194523; Email: vanlaldinpuia1zote@gmail.com

***R. Lalhmingangi, Research scholar, Department of Education, Mizoram University, Mob: 8014610053; Email: hmingsangi13ralte@gmail.com

Parental involvement entails the active engagement and participation of parents or caregivers in their children's education and schooling. It encompasses a variety of actions, behaviors, and mindsets that parents employ to assist and enhance their children's academic, social, and emotional growth. Parental involvement involves the collaborative efforts of parents and schools to enhance children's educational experiences and academic achievements. Numerous studies have emphasized the significance of parental involvement in contributing to a child's academic success. Such involvement can manifest through post-school conversations, helping with homework, participating in extracurricular activities, monitoring academic progress, imparting parental values, attending school events, and volunteering in the classroom.

The significance of parental participation in a student's educational trajectory is indeed irrefutable. Parents wield an instrumental role in sculpting a child's academic performance, with their engagement serving as a determinant of the child's holistic success. Numerous studies affirm that enhanced parental involvement culminates in elevated academic accomplishment, a favourable disposition towards schooling, and amplified self-esteem and self-assuredness in students (Epstein, 2009; Greenwood & Hickman, 1991; Henderson & Berla, 1994; Rumberger et al., 1990; Swap, 1993; Whitaker & Fiore, 2001).

As such, it is of paramount importance to initiate and perpetuate resilient and positive linkages between domestic environments and educational institutions. This collaborative approach ensures that all students are adequately equipped with the requisite academic support, thereby paving the way for their academic triumph. This summary reaffirms the value of parental engagement and its direct correlation with academic achievement, underscoring the importance of fostering harmonious relationships between homes and schools.

Rationale of the Study

Parental engagement in education has consistently held the attention of those dedicated to optimizing the developmental trajectory and educational outcomes of high school students. Contemporary societal dynamics frequently necessitate dual parental employment, leading to diminished time for parental interaction, daily activity supervision, emotional support, and encouragement for their children. Such parental oversight deficits can prompt children to increasingly resort to television and social media, and potentially engage in unfavorable activities. It thus falls upon societal stakeholders and educational philosophers to comprehend students' educational and developmental needs, assuring appropriate supervision and guidance to secure their future prospects (Dearing, Kreider, Simpkins, & Weiss, 2006).

It is essential to discern the types of parental nurturing and support that significantly impact children's academic performance and self-perception. The educational journey of children doesn't commence with school entry but originates and persists within the home environment. Parents serve as the inaugural and lifelong educators, with their support being paramount in optimizing a student's potential for academic success (Desforges & Abouchaar, 2003). Amplifying parental engagement in education has emerged as a key issue in educational

policy and research discourse. Parental engagement and collaborations between families and schools are viewed as among the most successful educational strategies to assure student achievement (Epstein, 2001).

Research evidence has substantiated a positive correlation between parental engagement and academic success, particularly at the high school level (Fan & Chen, 2001). However, the character and extent of parental engagement in secondary education are inconsistently manifested and restricted in scope, with implications often left unclarified. Hence, exploration into the impact of parental engagement on their children's education is both essential and pertinent, given the substantial influence various forms of parental engagement exert on academic development.

Students' academic performance is primarily influenced by the presence or absence of parental engagement and the quality of parental involvement practices. The present study endeavors to augment understanding of parental engagement in their children's education at the high school stage and identify effective practices. The study will examine the individual roles of both mothers and fathers, alongside parents' educational qualifications. Comprehending students' expectations and the types of parental involvement activities closely associated with their academic performance and success is imperative for both parents and educational researchers (Sheldon & Epstein, 2005).

Research Questions

1. What is the level of parental involvement among high school students of Aizawl?
2. What is the level of parental involvement among high school students of Aizawl with reference to gender?
3. What is the level of parental involvement among high school students of Aizawl with reference to their educational qualification?

Statement of the problem

The problem has been stated as “*Dynamics of Parental Involvement: A Focus on High School Students in Aizawl.*”

Objectives of the study

Given the aforementioned research questions, the objectives for the current investigation have been articulated as follows:

1. To find out the level of parental involvement among high school students of Aizawl.
2. To compare the level of parental involvement among high school students of Aizawl with reference to gender.
3. To compare the level of parental involvement among high school students of Aizawl with reference to their educational qualification.
4. To provide suggestions for enhancing parental involvement in their children's education.

Hypotheses of the study

1. There is no significant difference in the level of parental involvement among high school students of Aizawl with reference to gender.
2. There is no significant difference in the level of parental involvement among high school students of Aizawl with reference to their educational qualification.

Methodology

The descriptive survey method has been chosen for this investigation, given that the study's primary objective is to ascertain the level of parental involvement in their children's education.

Population

In the present study, the targeted population includes all parents of high school students, where high school corresponds to class 9 and 10, attending schools affiliated with the Mizoram Board of School Education (MBSE). As per the records of the Directorate of School Education, Government of Mizoram, from the year 2023, there are 127 high schools in Aizawl.

Sample

The sample selected comprises of 80 parents who have one or more children attending high school-going children. From the selected samples, there were 48 female respondents and 32 male respondents. The details of the sample are presented under table 1.

Table 1

Details of sample selected

Category		Out of 32 male respondents	Out of 48 female respondents	Total
	Matric	25	37	62
Qualification	Graduate	7	11	18

As indicated in Table 1, the researcher has chosen a total of 80 participants for this study. Among these, 32 are male and 48 are female respondents. When categorizing based on educational qualifications, 62 of the participants have completed matriculation, with a gender breakdown of 25 males and 37 females. The remaining 18 respondents, composed of 7 males and 11 females, hold graduate degrees.

Data Collection

The researchers meticulously conducted their investigation in an offline setting, which involved utilizing a questionnaire administered to parents. A total of 80 responses were collected from parents residing in Aizawl, consisting of 32 male and 48 female participants. These parents were requested to provide their reactions and freely select options concerning

their children's education. It is important to note that the responses were treated with utmost confidentiality and were solely used for research purposes.

Tool used for data collection

In this study, the selected tool for data collection was the Parent Involvement Scale (PIS), a tool formulated by Rita Chopra and SurabalaSahoo, under the patronage of the National Psychological Corporation, Agra.

Mode of Analysis

Descriptive statistical measures such as mean, median, standard deviation and inferential statistic like t test were used to analyse the data.

Analysis and Interpretation

The responses received from the participants were categorized, organized into tables, and analyzed using standard scoring procedures. The data analysis process involved employing suitable statistical techniques. In accordance with the objectives and hypotheses of the study, the findings were interpreted in a meaningful manner and presented as follows:

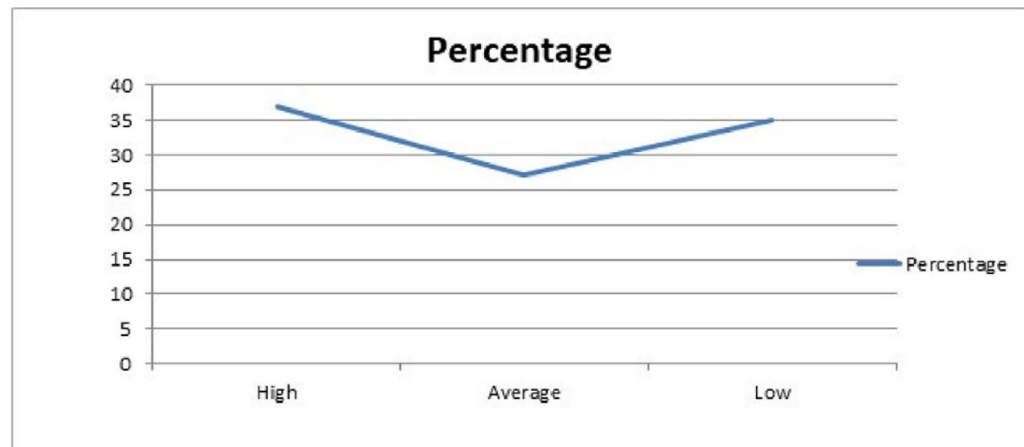
Objective No. 1: To find out the level of parental involvement in their children's education

The scores obtained from parents of high school students on the 'Parent Involvement Scale' were recorded and organized into a table. Based on their responses, parental involvement was categorized into three levels: 'High Parent Involvement,' 'Average Parent Involvement,' and 'Low Parent Involvement,' in accordance with the scale's established norms. Scores above the 66th percentile were classified as high parent involvement, scores between the 33rd and 66th percentiles were classified as average parent involvement, and scores below the 33rd percentile were classified as low parent involvement. Accordingly, respondents were identified as having High Parent Involvement (scores of 81 and above), Average Parent Involvement (scores between 49 and 80), or Low Parent Involvement (scores of 48 and below). The following table-2 presents the level of parent involvement in their children's education within the Aizawl district.

Table 2

Level of Parental Involvement in their Children's Education in Aizawl

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	81 and above	25	31.25
Average Parent Involvement	49 - 80	54	67.5
Low Parent Involvement	48 and below	1	1.25
Total		80	100

**Fig. 1**

The data presented in Table-1 and Fig. 1 reveals that out of the 80 parents of high school students in Aizawl, 25 parents (31.25%) exhibited high levels of parental involvement, while 54 parents (67.5%) were categorized as having average parental involvement. Only 1 parent (1.25%) demonstrated low levels of parent involvement. Consequently, the findings suggest that the majority of parents fell into the category of average parental involvement.

Objective No. 2: To compare parental involvement in their children's education with reference to gender.

Hypothesis No.1 states: "There is no significant difference in parental involvement with reference to gender." Table - 3 presents a comparison of parental involvement with reference to gender

Table 3

Comparison of Parent's Involvement with reference to Gender

Gender	Number	Mean	SD	t-value	Sig level
Male	32	77.218	10.709	0.848	NS
Female	48	75.125	10.881		

NS means not significant

According to the data presented in Table 3, the "t" value for evaluating the significance of the difference between the average scores of fathers and mothers is 0.848. As the calculated "t" value is lower than the critical "t" value, it indicates that there is no substantial difference in parental involvement based on gender. Consequently, the null hypothesis (No.1) which states that there is no significant difference in parental involvement based on gender is accepted. However, upon comparing the scores of parental involvement, it is evident that fathers had a

higher mean score than mothers, suggesting that fathers were more actively engaged in their children's education compared to mothers.

Objective No. 3: To compare parental involvement in their children's education with reference to educational qualification.

Hypothesis No.2 states: "There is no significant difference in parental involvement with reference to gender." Table - 4 presents a comparison of parental involvement with reference to educational qualification.

Table 4

Comparison of Parent's Involvement with reference to Education Qualification

Educational Qualification	Number	Mean	SD	t-value	Sig level
Matric	62	75.661	11.372	0.46	NS
Graduate	18	77	8.711		

NS means not significant

Based on the data presented in Table 4, the "t" value for assessing the significance of the distinction between the average scores of parents with a matriculation qualification and parents with a graduate qualification is 0.46. As the calculated "t" value is lower than the critical "t" value, it suggests that there is no significant difference observed between these two groups in terms of their involvement in their children's education. Therefore, the null hypothesis (No.2) which states that there is no significant difference in parental involvement based on educational qualification is accepted. However, upon comparing their mean scores, it was found that parents with a graduate degree exhibited higher levels of involvement in their children's education compared to those with a matriculation qualification.

Objective No.4: To provide suggestions for enhancing parental involvement in their children's education

Enhancing the degree of parental involvement in children's education is of paramount importance given its consequential impact on academic outcomes, behavioural conduct, and the elevation of educational goals. Detailed below are suggestions, delineated with the intent of facilitating this crucial augmentation:

- 1. Educational Workshops for Parents:** Schools can organize workshops and seminars to educate parents about the significance of their involvement in their child's academic journey. These sessions can include strategies to support their children's learning, understanding the school curriculum, and identifying the signs of learning difficulties.
- 2. Regular Communication:** Schools should establish regular, open lines of communication with parents. This might involve periodic parent-teacher meetings, newsletters, emails, or an online portal where parents can monitor their child's progress. Encouraging twoway communication can also make parents feel more involved and valued.

- 3. Flexible Participation Opportunities:** Recognizing that many parents may have work commitments or other responsibilities, schools can offer flexible options for involvement. This can include offering volunteer opportunities at different times, virtual meetings, and other ways parents can contribute remotely.
- 4. Parental Involvement in Decision-Making:** Schools can invite parents to participate in decision-making processes, such as on school boards or committees. This can empower parents and reinforce the importance of their contributions to the school community.
- 5. Home-Based Involvement:** Parents can be encouraged to engage in educational activities at home, such as reading together, assisting with homework, or discussing academic topics of interest. Schools can provide resources or guidelines to help facilitate these activities.
- 6. Collaborative Projects:** Organizing events or projects where parents and children work together can enhance parental involvement. This can range from community service projects to school events or competitions.
- 7. Training and Resources:** Parents may feel more confident in their ability to support their child's education if they have access to the necessary training and resources. This could include workshops on understanding contemporary teaching methods, resources on the latest educational technology, or strategies for supporting a child's emotional well-being.
- 8. Promote a Positive School Climate:** A welcoming and inclusive school environment can make parents feel more comfortable and encouraged to participate in their child's education. Ensuring that parents feel respected and valued can significantly enhance their level of involvement.

By implementing these strategies, schools can promote a more active role for parents in their children's education, which can have far-reaching benefits for academic achievement and the overall school environment.

References:

- Berk, L. E. (2009). *Child development* (8th ed.). Pearson.
- Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Pearson.
- Chopra, R. & Sahoo, S. (2005). *Parental involvement scale (PIS)*. National Psychological Corporation.
- Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98(4), 653-664
- Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment: A literature review*. Department for Education and Skills.

- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Epstein, J. L. (2009). *School, family, and community partnerships: Your handbook for action* (3rd ed.). Corwin Press.
- Fan, X. T., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.
- Greenwood, G. E., & Hickman, C. W. (1991). Research and practice on effective schools: A role for educational psychologists. *School Psychology Review*, 20(4), 548-559.
- Henderson, A. T., & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education.
- Palsane, M.N., & Sharma, A. (2005). *Study habits inventory*. National Psychological Corporation
- Rumberger, R. W., Ghatak, R., Poulos, G., Ritter, P. L., & Dornbusch, S. M. (1990). Family influences on dropout behavior in one California high school. *Sociology of Education*, 63(4), 283-299.
- Santrock, J. W. (2011). *Life-span development* (13th ed.). McGraw-Hill.
- Sheldon, S. B., & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *Journal of Educational Research*, 98(4), 196-207.
- Swap, S. M. (1993). *Parents and schools: A sourcebook*. National PTA.
- Whitaker, T. S., & Fiore, D. J. (2001). Parent involvement: A synthesis of research and implications for positive educational outcomes. *Preventing School Failure: Alternative Education for Children and Youth*, 46(3), 105-110.