

Impact of Parental Involvement on Child's Achievements and Adjustment in School: With Special Reference to Agra City of Uttar Pradesh, India

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ABSTRACT

Most children have two main educators in their lives; their Parents and their Teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children's learning throughout school and beyond.

Parents know best the needs of their children, certainly better than educational administrator better even than the mostly excellent teachers. Parent's involvement helps as a bridge the continuity gap that exists between school and home which helps in the better adjustment of as child. Parents who involve more in their children school activities, their children show better adjustment than those children whose parents are less involved. School adjustment indicates how well the child has been able to make peace internally and with the social environment. From the beginning of late childhood children spend their most of time in school and the related activities. Therefore it becomes necessary for children to adjust in the school environment. A good adjustment in school means the child is capable to make progress in all the activities in which he is placed in school. Studies of students of all ages indicate that they react to school in accordance with their personality pattern. But the poorly adjusted child becomes the complainer, the troublemaker and the underachiever. For

the success in the life well adjustment is necessary for every child. Adjustment indicates ability to behave and act as demanded by the situations. Well adjusted persons normally adjust with reasonable success to any situation in which they find themselves, even when the situation is not of their choosing or not of their liking. Findings of this study are wholly dependent of data which have been based on primary data sources. Collect through the prepared interview schedule and child adjustment scale from the respondents i.e. parents and children.

Key Words: Parental Involvement, Parental Participation, Childs Adjustment and Childs Achievement.

INTRODUCTION

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. Parental involvement is strongly influenced by family social class, maternal level of education, material deprivation, maternal

psycho-social health and single parent status and, to a lesser degree, by family ethnicity. Parental involvement reveals a large number of approaches ranging from parent training programmes, through initiatives to enhance home school links and on to programmes of family and community education. Home and school are the two most important institutions, which determine the success in life. There are various factors like socio-economic status, education, involvement level, helps and affect to establish good adjustment with these two. Parent involvement has a great influence on child's adjustment with these institutions, as child spends a major part of his time with his parents. Parental factors affect him very much. So, there is a need to examine parental involvement with respect to variables such as income and education of parents and its effect on children's adjustment in home and in school.

For the success in the life well adjustment is necessary for every child. Adjustment indicates ability to behave and act as demanded by the situations. Well adjusted persons normally adjust with reasonable success to any situation in which they find themselves, even when the situation is not of their choosing or not of their liking. School adjustment indicates how well the child has been able to make peace internally and with the social environment. From the beginning of late childhood children spend their most of time in school and the related activities. Therefore it becomes necessary for children to adjust in the school environment. Large numbers of parents are unfamiliar with their children's learning. It is well understood that when parents involve themselves in their children's education, the learning positively of the children relates to higher achievements. Parent's involvement helps as a bridge the continuity gap that exists

between school and home which helps in the better adjustment of as child. Parents who involve more in their children school activities, their children show better adjustment than those children whose parents are less involved.

There are two kinds of parental involvement first school based which focuses on such activities that involve direct interaction of the parent with the Child's school teacher or school, and another is home based which focuses on those activities or interactions that parents engage in at home in connection with children's education and that help in Child's adjustment. Parent child relationship is very important for the all round development of the child. A Child's physical, mental, intellectual, social and moral development is dependent on good parent child relationship. Parents interaction with their child should be meaningful and understanding because due to unsatisfactory parent-child relationships psychopathological deviations may occur in childhood. The home environment has serious effect on the child because peaceful home environment by parents promotes the growth creative potentials. Parents-child relationship is important in prevention of behavior problems among the children because emotional adjustment of child has closer association with home atmosphere. In this way; the home environment has a very important place in the children's rearing. The parent-child relationship should be healthy and pleasant for good all round development. It is necessary to impart parent education in schools so that children can fulfill their responsibility successfully.

Most children have two main educators in their lives; their Parents and their Teachers. Parents are the prime educators until the child attends an early years setting or starts

school and they remain a major influence on their children's learning throughout school and beyond. Parents know best the needs of their children, certainly better than educational administrator better even than our mostly excellent teachers. So, Parents now play a more central part in educational policy. The impact of parental involvement for school age children evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood.

In India parents are generally unaware of the importance of their involvement in their child's development. They often ignore this developmental task; so, we need to explore them with that how much their involvement is necessary for their child's good adjustment to home, school further in life. The two variables income and education of parents affect the parental involvement. Many studies shows that the parents who are educated and belong to high economic status involve more in their children's school activities than those parents whose are not more educated and belong to lower socio economic status. The involvement of parents in their children's activities plays an important role in their children's adjustment. But these studies are done mainly in foreign countries and do not present a clear picture regarding the facts of Indian families. Indian conditions are very much differing that of abroad as socio-economic status, education, attitude, behaviour and emotions. So, there is a need to study in Indian context.

REVIEW OF LITERATURE

The present study which has been reviewed extensive to gain insight in to the significance of the study and to obtain guidance in designing and conducting the study. It is also throws light upon the

research studies done in abroad and in India. Its purpose is to place each work to others under consideration, point the way forward for further research, and place one's original work in existing literature. Researcher give here the name of some literatures that help in order to determine materials makes significant contribution to the better understanding of the topic. So for this study review of different literature has been done by us who are given below;

1. **Jencks and Feather man (1976)** stated that children from families of high socio-economic status tend to go further in school and make well adjustment in home and school, than do children from families of lower socio-economic status.
2. **Gorden (1979)** describe four models of parent-school community relations and cities research on the long term effects of parent's involvement. The parent impact model is associated with positive changes in children adjustment.
3. **Ritter and Dornbush (1988)** stated that child whose parents attended school events and engaged in contact with teacher had greater adjustment than those whose parents were minimally involved or uninvolved.
4. **Zill and Nord (1994)** considered parents involvement in school activities have a beneficial effect on children adjustment. Higher levels of parents-involvement with greater monitoring of school, classroom activities and a closer coordination of teacher and parent efforts teacher attention to the child, and earlier identification of problems that might inhibit adjustment.
5. **Fan and Chan (2001)** showed that parental involvement in their children school activities positively affects the child higher adjustment, greater cognitive competence and greater problem solving skills, greater school enjoyment, better school attendance, and fewer behaviour problems at school.

6. **Sharpiro (2004)** reported that the parental involvement includes improved communication between parents and teachers. It includes a variety of events for parents to help support their children education.

Although, it may not be exactly said that the above literature will be sufficient or accomplishing the whole research but attempts has been made to fulfil the requirement of the research study to the maximum level. The help of other publish material such as books, journals, articles, magazines, newspaper have been taken for the selection for the problem.

RESEARCH METHODOLOGY

The research methodology that I have selected is based on the purpose and importance of parenting in child adjustment with both school and home environment. This research methodology included a survey of Parents of school going children's through the prepared structured schedule and child adjustment scale for children's. The data thus collected have been analyzed with the help of suitable statistical tools. Existing literature on the subject have been used to draw certain conclusions, which will be required future verifications.

TOOLS FOR DATA COLLECTION

(a) Interview Schedule

A self-constructed Interview Schedule is used to find out the relevant information regarding the parents for the purpose of data collection. It given to the parents of children and then asked questions about their socio-economic status and filling up the questions related to their home based and school

involvement in their children's school activities.

(b) Child-Adjustment Scale (Dr. A. K. Sinha and Dr. R. K. Singh)

This adjustment scale was constructed by scientific method by Dr. A. K. Sinha and Dr. R. K. Singh. In this scale there are sixty questions in which, 20 questions each is related to emotional adjustment, social adjustment and educational adjustment. The permission for collecting the data for research was taken from principals of two schools, by explaining them the purpose of research study, with the help of class teachers the report was established with school students of class VII and VIII in free periods. Then booklet of adjustment scale is distributed among the students randomly selected. Firstly the students were given necessary instructions regarding the method of answering the adjustment scale.

PROCEDURE FOR ANALYSIS

In order to facilitate systematic presentation it is divided in to the following sections.

- 1. Field Procedure** - A descriptive research design is adopted as it is flexible enough to permit consideration of various aspects under the study.
- 2. Data-Collection Procedure**
 - (a) Selection of Area-** The selection of the study is **Agra City** of Uttar Pradesh purposively.
 - (b) Selection of School-** Researcher purposively selected the two convent schools and two

government Schools. These convent schools are **Holy Public School** and **Simpkins Senior Secondary School, Maruti Estate, Shahganj, Agra** (Appendix-3). The government schools are **Government Inter College (GIC)** and **Government Junior High School, Shahganj, Agra.** (Appendix-4)

3. **Universe of the Study-** Selected Government and Convent Schools in Shahganj, Agra.
4. **Unit of the Study-** Parents and Children's (age group 10-14) of selected schools in Shahganj town, Agra City.
5. **Sampling Technique-** Purposive Sampling Method.

SELECTION AND DESCRIPTION OF SAMPLE

SAMPLING DESIGN

Purposively selected 50 children's from Convent and 50 children are for Government school.

SAMPLING TECHNIQUE

Since the information required was not of a very technical in nature and also looking at the scope of the dissertation and the extent of the target segment, Purposive sampling technique is employed for taking response from both children's and parents from prepared interview schedule and child adjustment scale.

SAMPLE SIZE

Researcher restricted the sample size to 100 respondents in which fifty convent school children and fifty government school children are selected between 10-14 years. This was done keeping in mind the time constraints and the fact that researcher felt that this number would be enough to serve the information needs require to show the trends.

SAMPLE SELECTION

The sample included 100 (Hundred) Children with their Parents.

Table No. 1

S. No.	Schools	No. of school	Age(in year)	Children
1	Holy Public School Simpkins Sr. Sec. School	2	10-14	25+25=50
2	Government Inter College(GIC) Govt. Junior High School	2	10-14	25+25=50
	Total	4		100

DATA ANALYSIS

For the study the analysis of the data completed by classification of data on the various aspects such as parent involvement in the school activities of children’s, parental income, and parental participation

in Childs adjustment etc. It is purely based on the answers of responding parents of school going children through Child adjustment scale prepared Interview schedule, master chart and tabulation.

Table No. 2

Parents	Education	Occupation	Income (Monthly)
Father	12 % 10 Pass 13% 12 Pass 50% UG Pass 25% PG Pass	29% Govt. Service 45% Private Service 26% Business	46% 10,000-20,000 33% 20,000-30,000 9% 40,000-50,000 12% 50,000 Above
Mother	24% 10 Pass 15% 12 Pass 39% UG Pass 10% PG Pass 12% Illiterate	84% House Wife 7% Private Service 9% Business	16% 10,000-20,000 84% No Income

Source – Field data

The above table describes the percentage of Socio-economic Information about fathers and mother’s Education level, Occupation and Income level. More than 50 percent fathers are graduation, where as mothers level was quite low, only 39 percent mothers were graduation. Mostly mothers are

housewives, means mothers are not economically independent they are dependent on their husbands. Majority of fathers earning 10,000- 20,000 rupees monthly which is 46 percent, whereas only 16 percent mothers are earning money.

Table No. 3:

Type of Family	Caste	Religion
41% Joint Family	67% UR	53% HINDU
59% Nuclear Family	17% OBC	9% MUSLIMS
	25% SC	32% SIKH
		6% JAIN

Source- Field Data

According to the above table of types of the family 41 % families were from joint family,

remaining 59 % from the Nuclear family. In this 67 % were belong to UR, 17 % OBC

and remaining 25 % from SC. 53% families were related to Hindu Community,

9% Muslims, 32% Sikh and 6% were from Jain.

Classification of Adjustment in terms of categories

Table No. 4

Category	Description	Range of Scores	
		Male	Female
A	Excellent	12 & below	12 & below
B	Good	13-28	12-28
C	Average	29-45	28-42
D	Unsatisfactory	46-61	42-57
E	Very Unsatisfactory	62 & above	58 & above

Source-Field Data

From the above table the respondents overall adjustment is Good. They Excellent in Social Adjustment, Average in Emotional Adjustment and Good in Educational Adjustment. Thus students belong to Category B.

FINDINGS

The Findings of present study is based on “**Impact of Parental Involvement on Child’s Achievements and Adjustment in School with special reference to Agra city of Uttar Pradesh**”. It can be valuable information for policy makers, programme implementers and curriculum framers for effective educational system.

1. 83 percent children’s are taking tuitions from tutors along with school education. While only 17 percent students are engaged with self study. They are not taking tuitions. It was found from the study that majority of children’s taking tuitions from tutor. Lack of parental involvement is responsible for

increasing needs of tuitions among children’s.

2. The majority of parents not spending equal amount on education for the both boy and girl child. 55 percent parents are agreed that they are not spending equal amount for girl and boy child, where as 45 percent parents spending equal amount on either girl or boy’s education.
3. 55 percent Childs are not taking help of their parents in completion of home work. Only 45 percent Childs taking the parental help in which 34 percent is mother’s involvement and rest of them is father’s involvement i.e. 11 percent.
4. 60 percent saying that study time is fixed for children’s at home. Whereas 40 percent parent says that there is no fixed study time for their Childs at home.

5. Only 63 percent parents engaged with decision making in fixing the study time at home. While 18 percent parents say that study time at home is fixed by child itself.
6. 29 percent parents always permit their child to express their views on any topic, While only 17 percent parents never permitted to their child to express their view on any topic.
7. 41 percent parents favoring private schools because of their big infrastructural facilities in comparison with government school.

CONCLUSION

On the basis of Data Analysis and Findings the following Conclusion can be traced out.

Parents are the most significant agent of building any attitude among their children. Parenting means the Mothering and Fathering. These two figures make a person's personality through providing love, affection, care concern to them, rearing, teaching etc. Many of the social and psychological problems among children's are caused by poor parenting. 55 percent Childs are not taking help of their parents in completion of home work. Only 45 percent Childs taking the parental help in which 34 percent is mother's involvement and rest of them is father's involvement i.e. 11 percent.

Research reveals large differences between parents in their levels of involvement. Some of the dimensions of these differences were set out in and are associated with social class or aspects of poverty or health. Other differences are associated with the parent's

values or feelings of self confidence or effectiveness.

Some parents do not see it as the part of their 'role' to be a partner in education. Others would like to participate but do not feel up to it. Yet others are put off involvement by memories of their own school experience or by their interactions with their Children's teachers or by a combination of both. Parental involvement in children's education confirms the long held view that the impact is large and the processes are well understood. What parents do with their children at home through the age range is much more significant than any other factor open to educational influence.

From the above discussion, it was found that the parents involvement in school activities affect their children's adjustment in home and in school. It was found from the study that the parents who were high involved in their children's school activities, their children showed better adjustment in home and in school. Whereas the parents who were less involved in children's school activities their children showed poor adjustment in home and school.

It was also found from the study that the education level of parents and the income of family affect parental involvement in school activities. The parents who were belonging to high income group and who were highly educated were highly involved in their children's school activities. But the parents who belong to low income group and were low educated showed low involvement in their children school activities.

Thus, overall it can be concluded that the high involvement level of parents leads to better adjustment of children in home and in school.

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