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### RESEARCH ARTICLE

#### ACADEMIC PERFORMANCE AND PARENTAL INVOLVEMENT OF INDIGENOUS SECONDARY STAGE STUDENTS IN RI-BHOI DISTRICT OF MEGHALAYA

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#### Abstract

Parental participation is acknowledged as a significant aspect influencing students' academic achievement. This research is an effort to ascertain the influence of parental involvement on the academic performance of Indigenous secondary stage students in Ri-Bhoi district of Meghalaya. A descriptive survey method was employed, involving 340 secondary stage students. Data was collected using the Parental Involvement Scale developed by Vijaya Laxmi Chaunhan and Gunjan Ganotra Arora (2022). The findings revealed an average level of academic performance among secondary stage students, with varying levels of parental involvement. Significant differences in academic performance were observed between males and females, urban and rural students, and those attending government and private schools. However, no significant difference in parental involvement is seen among secondary school students based on gender and school type, though a significant difference is noted based on location. Additionally, no significant correlation between the academic performance of secondary stage students and parental involvement is noticed concerning this group of participants. These findings highlight the need for a multifaceted approach to improve educational outcomes, addressing disparities in academic performance, enhancing parental involvement, and providing targeted support to students based on their unique needs and circumstances.

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#### Introduction:-

Students' academic performance is always the primary focus in any educational system. Their academic success serves as an indicator to evaluate the efficiency of educational institutions in the country (Narad & Abdullah, 2016). To define the academic performance of students, it denotes academic success encompassing student's accomplishments across multiple educational domains, like grades, test scores, and total learning outcomes. Success in academics enhances educational opportunities, career prospects, and personal development, contributing to a positive mindset and lifelong learning habits (Fan & Chen, 2001). However, academic performance can be influenced by both individual characteristics and external support systems such as individual traits, the learning environment, parental involvement, peer dynamics, and socioeconomic conditions. Attributes such as intelligence, self-discipline, perseverance, and effective teaching methods correspondingly play a big part in determining how well students do.

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It is commonly acknowledged that a key component affecting students' academic attainment is parental involvement. A parent's or guardian's support of their child's education can take numerous forms, such as keeping an eye on homework, going to school functions, and interacting with teachers (Desimone, 1999; Epstein, 1995; Henderson & Mapp, 2002). These actions are collectively referred to as parental involvement. Numerous research studies on this topic have indicated that parents have a prominent impact on their children's educational outcomes. For instance, Hill and Taylor (2004) suggested in their study that parental involvement has a favourable effect on academic achievement. Students with parents who are strongly involved in their education tend to be more motivated, have better attitudes about studying, and receive higher grades. Studies by Jeynes (2012) and Fan and Chen (2001) further highlight the link between improved academic achievement and parental involvement in a variety of cultural and socioeconomic settings. According to Naite (2021), children who had parents highly engaged in their education did better academically and got higher scores on tests in all subject areas. Pinatil, et. al., (2022) also identified a substantial association between the degree of parental participation and the student's achievement citing that academic success increases with the level of parental involvement in their child's school life. Similarly, according to Utami (2022), parents who actively participate in their children's education are linked to improved academic results, a rise in the number of advanced course participants and improved school attendance. Additionally, Kwarteng et al., (2022) research disclosed that parental participation enhances students' academic success and that parents' socioeconomic position influences their academic performance. Furthermore, early parental involvement in schooling has been demonstrated to have a favourable adolescents' academic achievement through high school and beyond (Lee & Bowen, 2006). This shows that parental participation has positive effects on long-term educational attainment and professional success in addition to immediate academic performance. Thus, by actively partaking in their children's education, parents not only boost academic performance but also foster a better understanding of their child's educational journey.

### **Significance of the Study:-**

Given that most families these days have working parent/s, it is evident that parental involvement in their children's academic lives has steadily decreased. One major hindrance faced by parents is the inability to provide their children with appropriate academic mentoring and this can impact the academic career of their wards to some extent. Therefore, this current study intends to ascertain how parental participation influences the academic performance of Indigenous secondary-stage students in the Ri-bhoi district of Meghalaya. The findings are expected to alleviate achievement gaps, improve educational practices, enhance school-home collaborations, and inform policy decisions. It will also provide insightful information on how parents may actively support their child's growth and academic achievement, which will ultimately result in a more welcoming, encouraging, and successful educational environment for all children.

### **Objectives of the Study;-**

1. To assess the level of academic performance of secondary school students in the Ri-Bhoi district of Meghalaya.
2. To assess the level of parental involvement as perceived by secondary school students in the Ri-Bhoi district of Meghalaya.
3. To study the difference in the academic performance of secondary school students concerning gender, locality, and types of organisations in the Ri-Bhoi district of Meghalaya.
4. To determine the difference in parental involvement as perceived by secondary school students concerning gender, locality, and types of organisations in the Ri-Bhoi district of Meghalaya.
5. To study the relationship between the academic performance of secondary school students and their parental involvement in the Ri-Bhoi district of Meghalaya.

### **Hypotheses**

H<sub>0</sub> (1) There is no significant difference in the academic performance of secondary school students concerning gender, locality, and types of organisations in the Ri-Bhoi district of Meghalaya.

H<sub>0</sub> (2) There is no significant difference in the parental involvement as perceived by secondary school students concerning gender, locality, and types of organisations in the Ri-Bhoi district of Meghalaya.

H<sub>0</sub> (3) There is no significant relationship between academic performance and parental involvement as perceived by secondary school students in the Ri-Bhoi district of Meghalaya.

### Delimitation

This research focuses exclusively on English medium secondary schools of Umling and Umsning Blocks in the Ri-Bhoi district of Meghalaya, managed by both private and government entities, specifically targeting Grade 9 students for analysis.

### Participants

The entire subject pool consists of grade 9 secondary school students in Umling and Umsning blocks in Ri-Bhoi district of Meghalaya. Out of 136 schools from Umling and Umsning Blocks, 16 schools were randomly chosen and from these 16 schools, 340 grade 9 students were again randomly selected as the representative sample of the population. The investigators included 6 private schools from Umling block, 5 private schools from Umsning block and 2 government schools from Umling block as well as 3 government schools from Umsning block.

### Methods and Materials:-

A descriptive survey method combined with a cross-sectional research design was applied. This study adopts a quantitative approach. Required data was collected using a standardized scale of Parental Involvement developed by Vijaya Laxmi Chaunhan and Gunjan Ganotra Arora (2022). To assess academic performance the students' scores were gathered from their prior grade records.

### Analysis and Results

**Table1:-** Level of Academic Performance of Secondary School Stage Students.

Academic Performance	% out of 100	No. of Students	%	N	Overall Mean Score
Low	Below 35	111	33%	340	49.40
Average	Between 36-58	141	41%		
High	Above 59	88	26%		

To determine the academic performance level of the students,  $P_{25}$  and  $P_{75}$ (percentiles) were computed, resulting in values of 35 and 59. These computed percentile indicators designate that students in secondary schools who scored below 35percentage in their overall performance were categorized as having a low academic performance. Those students who achieved between 36 and 58 percentage were considered to have an average academic performance. Lastly, students who scored 59percentage or higher were deemed to have a high academic performance level. The computed mean score and standard deviation of academic performance of secondary school stage students are (Mean= 49.40, SD= 18.68). As shown in Table 1 the result portrays that 33 per cent of secondary school stage students have low academic performance, and 41 per cent of secondary students have an average level of academic performance. The remaining 26 per cent of the secondary school stage students have a high level of academic performance.

**Table 2:-** Level of Parental Involvement as Perceived by Secondary School Stage Students.

Parental Involvement (As Perceived by Secondary School Students)	Score	No. of Students	%	N	Overall Mean Score (Maximum Score-125)
Very Low	25-75	39	12	340	86.97
Low	76-84	84	25		
Average	85-88	66	19		
High	89-95	79	23		
Very High	96-125	72	21		

The computed mean score and standard deviation of parental involvement as perceived by secondary school stage students are (Mean= 86.97, SD= 10.44). As indicated in Table 2 the computed result depicts that 12 per cent of secondary school stage students experience very low parental involvement, while 25 per cent perceived low involvement of their parents. Approximately 19 per cent of students see their parental involvement as average, and 23 per cent believe their parents' involvement is high. The remaining 21 per cent of secondary students feel that their parents' involvement is very high. These findings demonstrate the diverse perspectives of students concerning their parents' involvement in their academic lives.

**Table3:-** Comparison of Academic Performance of Secondary School Stage Students in relation to Gender, Locality and Types of Organizations.

Variables	Sub-Groups	N	Mean	SD	t Value	p Value	Remark
Gender	Male	155	45.88	17.84	2.717	0.007	Significant at 0.05 level
	Female	185	51.32	18.85			
Locality	Urban	212	47.78	19.19	2.064	.040	Significant at 0.05 level
	Rural	128	52.08	17.53			
Types of Organizations	Government	177	47.21	17.91	2.266	.024	Significant at 0.05 level
	Private	163	51.78	19.24			

The computed t values at 0.05 level of significance for df 338 for gender, locality and types of organizations were 2.717;2.064 and 2.266 respectively, surpassing the table value of 1.97. In this case,the proposed hypotheses were rejected. This implies that there is a significant disparity in the academic performance between male and female, urban and rural, and government and private secondary school students. By examining the mean scores, it is evident that the mean scores of female students, rural students, and students attending private schools were higher than those of their male, urban, and government school counterparts. This suggests that female, rural, and private school secondary students exhibit superior academic performance.

**Table 4:-** Comparison of Parental Involvement as Perceived by Secondary School Stage Students in relation to Gender, Locality and Types of Organizations.

Variables	Sub-Groups	N	Mean	SD	t Value	p Value	Remark
Gender	Male	155	86.95	10.01	.122	.903	Not Significant at 0.05 level
	Female	185	87.08	9.78			
Locality	Urban	212	66.75	26.01	7.983	.000	Significant at 0.05 level
	Rural	128	85.90	9.91			
Types of Organizations	Government	177	86.94	11.02	.050	.960	Not Significant at 0.05 level
	Private	163	87.00	9.78			

As illustrated in Table 4 the computed t values for parental involvement perceived by secondary-stage students based on gender, and types of organisations were .122 for gender and .050 for types of organizations, both at a 0.05 level of significance with df 338, the computed t values were lower than the critical table value of 1.97. Thus, the formulated hypotheses regarding gender and types of organizations were defended. This implies that there is no significant difference in parental involvement perceived by male and female secondary school students, and students attending government and private schools.

On the contrary, the computed t-value concerning students from urban and rural localities came out to be 7.983exceeding the critical table value of 1.97. Consequently, the hypothesis related to locality was rejected. This indicates a notable difference in parental involvement perceived by urban and rural secondary school students. Notably, the mean score for parental involvement among rural students is higher than among urban students, suggesting a higher level of parental involvement among rural secondary school students in this specific context.

**Table 5:-** Relationship Between Academic Performance of Secondary School Stage Students and Parental Involvement as Perceived by Secondary School Stage Students.

Variable	r value	p-value	Remark
Academic Performance	0.101	.062	Not Significant at 0.05 level
Parental Involvement			

The computed coefficient of correlation value between academic performance and the scores of parental involvement as perceived by the secondary stage students is 0.101 which is lesser than the criterion 'r' value (0.113) at .05 level of significance for 328 degrees of freedom. Thus, the formulated hypothesis is not rejected. Hence, the computed ( $r=0.101$ ,  $p > 0.05$ ) has not been considered significant. It may, therefore, be said that academic performance and parental involvement as perceived by the secondary stage students were not found to be related in

this particular context. The findings of SJ Xavier (2017), Loro and Uberas (2023), Apuada (2022), Albiso et al. (2022), and Longobardi et al. (2022) are comparable to this conclusion.

### **Conclusion:-**

The results depict that the performance of secondary students is generally average, with varying levels of parental involvement. Significant differences in academic performance were seen between males and females, urban and rural, and government and private secondary school students. This shows that gender, locality and types of management influence academic performance. On the contrary, no significant difference is observed in parental involvement among secondary school students, based on gender and school type, but a significant difference is noticed based on location. This suggests that gender and school type do not have any bearing on parental involvement. However, location seems to influence parental involvement. Further, no significant relationship is seen between academic performance and parental involvement in the context of this study which means they are independent of each other. But apart from parental involvement, other elements may also affect academic attainment including personal characteristics, the learning environment, IQ, instructional strategies, and even socioeconomic status.

These findings highlight the need for a multifaceted approach to improve educational outcomes, addressing disparities in academic performance, enhancing parental involvement, and providing targeted support to students based on their unique needs and circumstances.

### **Recommendations:-**

Given the findings some of the recommendations that schools can initiate include;

1. Mentoring and tutoring programs can be initiated for weak students and provide additional resources and support to underperforming groups.
2. Provide teacher training to cater to unique student needs so that teachers can implement differentiated instruction strategies for diverse learning styles.
3. Ensure equitable access to educational resources and learning opportunities and focus on equity in education to bridge the gap.
4. Introduce incentives for teachers and schools demonstrating significant improvement in student academic performance.
5. Conduct workshops for parents emphasizing the importance of their participation in their child's education and develop inclusive strategies accommodating parents with varying levels of involvement.
6. Improve the communication channel between schools and parents through regular updates using digital platforms.

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