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## THE IMPACT OF PARENTAL INVOLVEMENT ON STUDENT ACHIEVEMENT IN ENGLISH

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### ABSTRACT

Parental involvement is widely acknowledged as a key determinant of student success in education. This study investigates the correlation between parental involvement and student achievement in English among secondary school students. The research explores specific forms of involvement, including assistance with homework, shared reading activities, and communication with teachers, to determine their impact on students' English performance. Employing a normative survey method, data were collected from 50 students and their parents, using structured surveys and academic performance indicators such as achievement test scores in English. The findings reveal a significant positive correlation between parental involvement and student achievement in English. Among the forms of involvement examined, activities like shared reading and direct communication with teachers demonstrated the strongest influence on student outcomes. However, challenges such as parents' limited time, lack of English proficiency, and unfamiliarity with educational expectations emerged as barriers to effective engagement.

**Keywords:** Parental Involvement, Achievement

### Introduction

Parental involvement has been widely recognized as a cornerstone of academic success, influencing students' attitudes, motivation, and performance across various subjects. English, being a core subject in education, serves as a foundation for effective communication and academic achievement. Despite its importance, disparities in student performance in English often arise due to external factors, including the level of parental engagement in the learning process.

Parental involvement in education refers to the active participation of parents in their child's learning journey, both at home and in school. This involvement plays a crucial role in shaping a child's academic success, personal development, and overall

attitude toward learning. As education becomes increasingly complex and competitive, the role of parents extends beyond simply sending children to school; it involves creating a supportive home environment, collaborating with teachers, and encouraging lifelong learning habits.

Research indicates that when parents actively participate in their children's education, it fosters better academic outcomes and holistic development. This study aims to explore the correlation between parental involvement and student achievement in English, focusing on how different forms of engagement—such as assisting with homework, encouraging reading, and maintaining communication with teachers—impact students' performance. The findings are expected to provide

insights into fostering collaborative efforts between families and schools to enhance education.

### **Need and Significance**

Parental involvement plays a crucial role in shaping students' academic performance, particularly in foundational subjects like English. In today's competitive and evolving educational landscape, disparities in achievement levels remain a significant concern. English proficiency forms the bedrock of communication and critical thinking skills, and understanding how parental engagement influences student success can help address educational gaps. This study aims to shed light on the specific ways in which parental support at home and school impacts English achievement, contributing valuable insights for educators and policymakers.

The significance of this study lies in its potential to enhance academic outcomes by identifying effective strategies for parental involvement. When parents actively participate in their child's learning—whether through reading together, assisting with homework, or engaging with teachers—students are more likely to develop strong language and literacy skills. Such involvement not only improves academic performance but also fosters a positive attitude toward learning, helping students build confidence and resilience in English studies.

Finally, this research holds practical implications for schools and educators striving to build stronger partnerships with families. Insights gained can guide the development of programs and policies that encourage meaningful parental engagement. Schools can foster collaborative environments where parents feel empowered to contribute to their child's education. Ultimately, this study not only advances academic research but also serves as a foundation for creating more inclusive and effective educational practices.

### **Hypothesis**

There exists a relationship between parental involvement and achievement in English

### **Objectives**

The major objectives of the study are

- i. to study the relationship of parental involvement on achievement in English among secondary school students
- ii. to find out the level of parental involvement of secondary school students.
- iii. to find out the level of achievement in English of secondary school students.

### **Methodology**

The investigators adopted normative survey method for the study. Survey method is one of the most commonly and widely used methods of descriptive search. Surveys are oriented towards the determination of a given phenomenon rather than towards the isolation of causative factors. Normative survey was used in this study to ascertain normal condition.

### **Tools Used**

One of the main parts of the study is the preparation of data gathering tools. The investigators prepared and used two different instruments to achieve the aim of the study.

*Parental Involvement Scale* - A scale containing 20 items to measure the frequency of activities: reading with children, discussing schoolwork, assisting with homework, attending parent-teacher meetings scored on a 5 point Likert scale (Always, Often, Sometimes, Rarely, Never).

*Achievement Test in English* – An achievement test in English for 25 marks

### **Sample Selected for the Study**

A good sample of population is one which reproduces the characteristics of the population with greatest accuracy. For that, the sample should be the representation of the population. The sample selected for the study consisted of 50 secondary school students and their parents.

### **Data Collection Procedure**

After selecting the sample and the tools to be used, a programme for testing was chalked out. The parent involvement scale was personally administered by the investigators, necessary instructions were given to the parents about the scale

and clarified doubts regarding the statements. Achievement test was administered to the students to assess achievement in English.

**Statistical Techniques Adopted**

The main statistical method used in data analysis: descriptive statistics, which summarize data from a sample using measures such as the mean and standard deviation. Correlation was used to study the relationship between the variables using Pearson Product Moment Correlation.

**Analysis of the Data**

**Table 1: Correlation Between Parental Involvement and Achievement in English**

Variables correlated	N	r	Verbal interpretation
Parental Involvement and Achievement in English	50	0.76	High Positive correlation*

\*As per interpretation of coefficient of correlation by S.K.Mangal (2005)

Table 1 reveals that, correlation between parental involvement and achievement in English is 0.76. The value  $r = 0.76$ , signifies that it is high positive correlation. Therefore, as parental involvement increases, the achievement in English also increases. Hence the hypothesis formulated; "there exists a relationship between parental involvement and achievement in English" is accepted.

**Level of Parental Involvement**

*Objective 2*

The second objective was "to find out the level of parental involvement of secondary school

The mean and standard deviation of parental involvement and achievement scores were computed and the correlation was used to establish the relationship. The details are given under the following heads:

**Impact of Parental Involvement in Student Achievement**

*Objective 1*

The objective of the study was "to study the impact of parental involvement on achievement in English among secondary school students"

students." An attempt is made in this section to measure the level of parental involvement among secondary school students. Here the investigators categorize the students as high, average and low parental involvement by using the formula  $M + \sigma$  and  $M - \sigma$ . This was done by calculating the score of the parental involvement scale by working out the mean and standard deviation. The sample ranging in between  $M + \sigma$  and  $M - \sigma$  were considered as average level of parental involvement and those in the category above  $M + \sigma$  were considered as high level of parental involvement and those falling below  $M - \sigma$  were considered as low level of parental involvement. The details of analysis were presented in the tables.

**Table 2: Mean and Standard Deviation of Parental Involvement**

Item	Sample (N)	Mean (M)	Standard Deviation ( $\sigma$ )
Parental involvement	50	64.02	18.67

Table 2 reveals that the Mean value of Parental Involvement is 64.02 and Standard Deviation is 18.67

**Table 3: Level of Parental Involvement**

Creativity Level Group	Range	Number of Students	Percentage
High Level of Parental involvement ( $M + \sigma$ )	Above 82.69	11	22

Average Group	Between 82.69 and 45.35	31	62
Low Level of Parental involvement (M-σ)	Below 45.35	8	16
Total		50	100

Table 3 reveals that only 22 % of secondary school students enjoys high level of parental involvement. 62 % of secondary school students enjoys average level of parental involvement and 16 % of students enjoys only low level of parental involvement. That is majority (62 %) of secondary school students enjoys an average level of parental involvement.

**Level of Achievement in English**

*Objective 3*

The third objective was “to find out the level of achievement in English of secondary school students.” An attempt is made in this section to measure the level of achievement among secondary school students. Here the investigators categorize

the students as high, average and low achievement in English by using the formula  $M + \sigma$  and  $M - \sigma$ . This was done by calculating the score of the achievement test by working out the mean and standard deviation. The sample ranging in between  $M + \sigma$  and  $M - \sigma$  were considered as average level of students in English and those in the category above  $M + \sigma$  were considered as high achievement in English and those falling below  $M - \sigma$  were considered as low Achievement in English. The details of analysis were presented in the tables. Table 4 reveals that Mean value of Achievement in English is 16.73 and Standard Deviation is 3.45

**Table 4: Mean and Standard Deviation of Achievement in English**

Item	Sample (N)	Mean (M)	Standard Deviation (σ)
Achievement in English	50	16.73	3.45

**Table 5: Level of Achievement in English among Secondary School Students**

Achievement Group	Range	Number of Students	Percentage
High Achievement in English (M+ σ)	Above 20.18	7	14
Average students in English	Between 20.18 and 13.28	34	68
Low achievement in English (M-σ)	Below 13.28	9	18
Total		50	100

Table 5 reveals that only 14 % of secondary school students belong to high English achievement group. 68 % of secondary school students belong to average English achievement group and 18 % of students belong to low English achievement group. That is majority (68 %) of secondary school students have an average English achievement. That is among 50 students 34 students scored average marks in the achievement test.

**Findings**

The findings of the study are summarized below:

- 22 % of secondary school students belong to the group which has high parental involvement
- 62 % of secondary school students belong to average group with respect to parental involvement

- 16 % of students belong to group which has low parental involvement
- 14% of secondary school students belong to high achievement group.
- 68 % of secondary school students belong to average achievement group.
- 18 % of students belong to low achievement group.
- Correlation between parental involvement and achievement in English of secondary school students was found to be ( $r = 0.76$ ).
- There is highly positive relationship between parental involvement and achievement in English among secondary school students.

#### Educational Implications

- The study throws light on the fact that there is a high positive relation between parental involvement and academic achievement.
- Parents who actively support their children's education contribute to higher levels of student performance. Hence parents should find time to support their children
- Teachers and parents should maintain a good relation so that student achievement can be improved

#### Conclusion

This study establishes a significant positive correlation between parental involvement and student achievement in English, underscoring the crucial role that families play in fostering academic success. Parents who actively support their children's English education through activities such as assisting with homework, engaging in shared reading, and maintaining open communication with teachers contribute to higher levels of student performance, emphasizing the need for targeted support for families with limited educational or language resources. This study underscores the vital role of parental involvement in fostering language acquisition and academic excellence. It highlights the importance of creating partnerships between schools and families and recommends interventions such as

parental training workshops and resource provision to support effective involvement. These insights contribute to the broader understanding of strategies for improving educational outcomes in English and beyond.

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