

Family Involvement And Academic Achievement Among Adolescent Students

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Abstract:

This study brief discusses family involvement and academic achievement among adolescent students. Data were collected from 500 students in government, government-aided, and private higher secondary schools in Chennai district, Tamil Nadu, India. The data in this study was collected using a convenience sampling technique and descriptive analysis was carried out. This study aims to understand how family involvement affects adolescent students and what parents can do to promote positive outcomes in academic achievement. Findings from this study revealed differences between family involvement and academic achievement among adolescent students based on gender, residence, type of family, parent monthly income, and school type. A significant correlation was found between adolescent students' family involvement and academic achievement. Research shows that parental family involvement has a significant impact on the learning activities of adolescent students.

Keywords: Family Involvement, Academic Achievement

1. Introduction:

Family involvement in education means the adequate participation of parents and guardians in the child's learning, skill development, and physical and mental well-being. Academic achievement is the achievement of students in academic endeavors. It is measured by the student's annual progress rankings, general test score rankings, and achievement in extracurricular activities. Evaluation is done by educational institutes, examination boards, educational experts, inspectors, etc. Parental involvement in education encompasses a variety of activities, including student attendance, developing social skills, improving behavior, attending school events, helping with homework, communicating with teachers, and taking an interest in meeting children's needs.

1.1 Family Involvement:

By the time they reach 18 years of age, children usually spend just 13% of their waking hours at school, while families help shape the remaining 87%. (Education Policy Studies Laboratory-School Reform Proposals: The Research Evidence)

In family involvement, "family" is defined based on the meaning assigned by the person receiving services. In this definition, "family" denotes individuals connected to the consumer through marriage, biological ties, adoption, affection, support, friendship, obligation, dependence, or collaboration. Additional meanings may be attributed to "family" beyond those discussed here. As another option, the person might choose to use a different

term (like “support network”) when referring to the types of relationships involved in “family involvement.”

Although parental involvement can manifest in various ways and lacks a universal definition, Barton et al. (2004) described it as “a dynamic, interactive process in which parents draw on multiple experiences and resources to define their interactions with schools and among school actors.”

1.2 Academic Achievement

Academic achievement refers to academic results that show how well a student has met their learning objectives. Completing educational requirements like earning a bachelor’s degree can be considered academic achievement. Exams and ongoing evaluations are frequently used to gauge academic success.

The degree to which a student or institution has met short- or long-term learning objectives is known as academic achievement. The grade point average of students can be used to gauge achievement, while graduation rates can be used to gauge achievement for institutions.

Academic achievement is the advancement made toward the objective of gaining knowledge, skills, and resources for education, typically across a range of subjects. Instead of general knowledge acquisition in non-academic contexts, it relates to success in academic settings.

2. Review of literature

The results showed a positive correlation between parental involvement and adolescents’ academic achievement ($b=0.172$). About 68.6% of the association can be explained by the variables of the proposed mechanism, with academic engagement being the most prominent pathway. The results underscore the significance of parents’ engagement in assisting youths with acclimating to school settings and enhancing their educational outcomes (Park, G., & Kim, J. 2023).

The results indicated that there were significant positive directional effects from academic achievement to parental involvement in the total sample, but not the other way around. Only in adolescent girls was there a cross-lagged effect from academic achievement to parental involvement. In the total sample, bootstrap analyses indicated that parental involvement was associated with academic achievement via the indirect effects of adolescents’ behavioral engagement. Regarding gender differences, behavioral engagement fully mediated the relationship between academic achievement and parental involvement for boys, whereas no significant mediation effect was observed for girls (Xiong, Y., Qin, X., Wang, Q., & Ren, P. 2021).

The findings demonstrate that the involvement of both mothers and fathers is linked to adolescents’ academic outcomes. The relationship between parental involvement and academic grades is mediated by adolescents’ educational aspirations. Talking about adolescents’ education is more closely and positively linked to their grades (Otani, M. 2019).

3. Methodology

Aims:

This study aims to understand how family involvement affects adolescent students and what parents can do to promote positive outcomes in academic achievement.

Objectives:

- ❖ To analyze family involvement among adolescent students and their parents.
- ❖ To find out the academic achievement of adolescent students.
- ❖ To examine the relationships between family involvement and academic achievement among adolescent students and their parents across gender, school type, residence, types of family, and parent monthly income.

Hypothesis:

1. There is no significant difference between males and females with respect to factors of family involvement and academic achievement among adolescent students
2. There is no significant difference between home and hostel with respect to factors of family involvement and academic achievement among adolescent students
3. There is no significant difference between joint and nuclear with respect to factors of family involvement and academic achievement among adolescent students
4. There is no association between the type of school and level of family involvement among adolescent students
5. There is no association between parent monthly income and level of academic achievement among adolescent students

Sample:

The researcher selected 500 students from 11th and 12th standard from government, government-aided, and private higher secondary schools in Chennai district, Tamil Nadu state, India. Of these, 250 were male and 250 were female.

Sample Technique:

The data in this study was collected using a convenience sampling technique and descriptive analysis was carried out.

Tool Used:

The supervisor and researcher prepared a questionnaire based on the pilot study results to obtain family involvement data. The student's general examination scores were obtained for academic achievement. A personal data sheet was used to collect personal data.

4. Data analysis and results

Using the SPSS software, it was put through statistical tests of significance to evaluate the investigator's prepared hypothesis. Mean and SD, t-test, and chi-square analysis, were the approaches employed.

Table 1 Frequency Distribution

Demographic Variables	Categories	Frequency	Percentage
Gender	Male	250	50.0
	Female	250	50.0
Residence	Home	473	94.6
	Hostel	27	5.4
Types of Family	Joint family	130	26.0
	Nuclear family	370	74.0
Types of School	Government	200	40.0
	Government – Aided	150	30.0
	Private	150	30.0
Parent's Monthly Income	Below Rs.10,000	102	20.4

	Rs.10,000 - Rs.20,000	247	49.4
	Above Rs.20,000	151	30.2

Table 2 Mean and SD of Family Involvement Among Adolescent Students

Family Involvement	Mean	SD
Siblings provide a positive environment to improve studies.	3.569	1.224
Parents encourage learning.	3.714	1.154
Parents advise about academic careers.	3.662	1.187
Parents' physical involvement in studies motivates them to achieve more.	1.747	0.461
The family encourages them to go to school.	2.239	1.165
The family insists that to respect teachers and follow school rules.	3.756	1.122
The family contributes to the chosen field of study.	3.703	1.136
Family make sure that child is at school on time for classes.	2.034	0.921
Spend free time with family at least once a week.	3.543	1.216
The family monitors the school portal to check grades and attendance.	3.403	1.257
Family gives advice that is needed when preparing for a project or exam.	3.643	1.163
Family restricts the time to watch TV, play video games, or talk on the phone because it can interfere with studies.	3.350	1.283
The family asks about school friends.	3.178	1.315
The family encourages them to talk to the teacher, counselor, or supervisor when there are problems at school.	3.621	1.181
Family encourages to get enough rest to stay alert at school each day.	3.049	1.320
A family checks whether homework and other academic work is done.	1.736	0.456
Family takes quizzes to help them study before exams.	3.028	1.340

Based on the mean score, the **Family involvement** of the students is **(56.69)**. In the **Academic Achievement (80.90)**, are found.

Hypothesis I

Table 1 t tests for significant differences between males and females with respect to factors of family involvement and academic achievement among adolescent students

Factor of family involvement and academic achievement	Gender				t value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Family involvement	57.51	7.68	55.88	8.69	2.225	0.027*
Academic Achievement	79.88	10.06	81.93	9.56	2.332	0.020*

Note: 1. ** denotes significance at 1%

2. * denotes significance at 5%

Hypothesis II

Table 2 t tests for significant differences between home and hostel with respect to factors of family involvement and academic achievement among Adolescent Students

Factor of family involvement and academic achievement	Type of Residence				t value	P value
	Home		Hostel			
	Mean	SD	Mean	SD		
Family involvement	56.97	8.27	51.85	5.69	3.169	0.002**
Academic Achievement	81.30	9.87	74.01	6.63	3.789	< 0.001**

Hypothesis III**Table 3 t tests for significant differences between joint and nuclear with respect to factors of family involvement and academic achievement among Adolescent Students**

Factor of family involvement and academic achievement	Types of Family				t value	P value
	Joint		Nuclear			
	Mean	SD	Mean	SD		
Family involvement	55.92	7.97	56.96	8.32	1.251	0.212
Academic Achievement	79.00	10.54	81.57	9.53	3.579	0.010**

Hypothesis IV**Table 4 Chi-square test for association between type of school and level of family involvement among adolescent students**

Type of school	Level of family involvement			Total	Chi-square value	P value
	Low	Moderate	High			
Government	75 (37.5) [79.8]	105 (52.5) [45.3]	20 (10.0) [11.5]	200 (100.0) [40.0]	305.378	< 0.001**
Government Aided	19 (12.7) [20.2]	109 (72.7) [47.0]	22 (14.7) [12.6]	150 (100.0) [30.0]		
Private	0 (0.0) [0.0]	18 (12.0) [7.8]	132 (88.0) [75.9]	150 (100.0) [30.0]		
Total	94 (18.2) [100.0]	232 (46.4) [100.0]	174 (34.8) [100.0]	500 (100.0) [100.0]		

Hypothesis V**Table 5 Chi-square test for association between parent monthly income and level of academic achievement among adolescent students**

Parent Monthly Income	Level of Academic Achievement			Total	Chi-square value	P value
	Low	Moderate	High			

Below 10000	24 (23.5) [30.4]	27 (26.5) [11.3]	51 (50.0) [27.9]	102 (100.0) [20.4]	36.803	< 0.001**
10000-20000	43 (17.4) [54.4]	114 (46.2) [47.9]	90 (36.4) [47.9]	247 (100.0) [49.4]		
Above 20000	12 (7.9) [15.2]	97 (64.2) [40.8]	97 (64.2) [40.8]	151 (100.0) [30.2]		
Total	79 (15.8) [100.0]	238 (47.6) [100.0]	238 (47.6) [100.0]	500 (100.0) [100.0]		

5. Findings

1. There is a significant difference between males and females with respect to factors of family involvement and academic achievement among adolescent students.
2. There is a significant difference between home and hostel with respect to factors of family involvement and academic achievement among adolescent students.
3. There is a significant difference between joint and nuclear with respect to the factor of academic achievement among adolescent students. Based on the mean score, nuclear-family students have better academic achievement than joint-family students. There is no significant difference between joint and nuclear with respect to the factor of family involvement among adolescent students. Based on the mean score, nuclear-family students have slightly better family involvement than joint-family students, but not significant at the 5% level.
4. There is an association between the type of school and level of family involvement among adolescent students.
5. There is an association between parents' monthly income and level of academic achievement among adolescent students.

6. Educational Implications

1. Strong Consortium of Educational Institutions:

- ❖ **Encouraging parents in students' learning activities:** Parents should be instructed through training workshops in educational institutions on how to encourage students' learning at home.
- ❖ **Fostering activity among siblings:** Every student should strengthen strong relationships among their siblings. Reading together, helping with homework, and discussing school subjects reinforce good academic results. Through this, they can discuss with themselves and their siblings about easy learning-related activities. This makes learning easier.
- ❖ **Reporting on student progress:** Each student's learning progress, school attendance, and participation in classroom activities can be reported online once a week, once a month. It increases the focus between parents and children and increases the learning activity. A good relationship between teachers, parents, and children is strengthened.

Parental involvement builds trust between children. Effective study habits are developed at home.

- ❖ **Creating a welcoming environment for educational institutions:** Particular attention should be paid to low-income families. Opportunities and incentives should be provided for learning materials, internet access, and after-school programs such as additional learning activities, career options, etc. This ensures equal opportunities for all students and addresses socio-economic barriers.
- ❖ **Open Discussions:** Positive discussions about the purpose and goals of education will increase the motivation between teacher-parent, and parent-student. It will provide a sense of belonging.

2. Parental Approaches to Boosting Family Engagement in Academic Success:

- ❖ **Establish a supportive home learning environment:** Quiet, well-lit areas for children to study with fewer distractions help them focus better. Develops discipline and time management skills while planning and delivering study sessions.
- ❖ **Maintain regular contact with schools:** Attend parent-teacher meetings to gain insight into the child's academic progress. Monitoring report cards, assignments, and test results. Use of school-related databases.
- ❖ **Positive reinforcement in children:** setting realistic academic and career goals, helping children set their own educational goals, and monitoring their progress. For children, praise boosts effort, confidence, and persistence, not just results. It encourages a growth mindset and teaches students that intelligence can be developed through hard work.
- ❖ **Engage in learning activities at home:** Provide guidance that allows children the freedom to try and make progress on their own without parents doing everything themselves. Learn from children what they want to learn to strengthen their knowledge and act accordingly. Encouraging reading habits and mastery of language subjects. It helps develop their creativity and thinking skills.
- ❖ **Promoting a balanced lifestyle:** Ensuring children get enough sleep, exercise, and leisure time. Listening to their grievances. Knowing how adolescents cope with academic and social stressors and providing emotional support is critical. Fostering independence and responsibility in children allows them to take ownership of their learning.

Conclusion

The study found a direct link between parental involvement and academic achievement. When families are actively involved in education, the impact on students' academic achievement increases. This leads to higher grades, better attendance, greater motivation in classroom activities, improved self-esteem, and higher graduation rates.

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