

---

## Parent Involvement in Education of their High School-Going Children in Aizawl City

Vanlaldinpuia \*  
Lalmuanzuali\*\*  
Vanlalruatfela Hlondo\*\*\*

### *Abstract*

*Parental involvement is an important determinant of a children's holistic development. This paper presents a detailed analysis of parents' involvement on three dimensions, viz. home involvement, school involvement and involvement through parent-teacher association. The sample consisted of 110 parents (55 males and 55 females) of high school students in Aizawl city. Parent Involvement Scale (PIS) developed by Chopra and Sahoo was used for data collection. It was found that majority of the parents had high involvement on the dimension of school involvement and average involvement on the dimension of involvement through parent-teacher association and the percentage of parents who had high involvement and average involvement was the same (48.18%) on the dimension of home involvement.*

**Key Words:** Parental involvement, home involvement, school involvement, parent-teacher association, high school students

### **Introduction**

The importance of parental involvement in education cannot be overstated. It plays a crucial role in enhancing children's academic performance, regardless of other educational practices at home or school (Jaiswal, 2017). Parental involvement in education encompasses a wide array of activities ranging from assisting with homework to active participation in school governance. It has been consistently shown that such involvement yields multiple benefits across educational contexts. Students with engaged parents tend to achieve higher grades (Tapor et al., 2010), show increased motivation

---

\* Vanlaldinpuia, Research Scholar, Department of Education, Mizoram University

\*\*Dr. Lalmuanzuali, Associate Professor, Department of Education, Mizoram University, Ph.8014336220, Email: lalnui\_f@rediffmail.com

\*\*\* Dr. Vanlalruatfela Hlondo, Assistant Professor, Department of Education, Mizoram University  
Email: ruatfela87@gmail.com; Mob: 9862726091

(Gonzalez-DeHass et al. 2005) and have better attendance records (Utamy, 2022). This active engagement not only supports academic success but also fosters a positive and cooperative relationship between home and school, crucial for the holistic development of students. Engaged parents also gain better understanding of the educational system, enabling them to support their children more effectively.

Parental involvement is widely recognized as a significant factor in students' academic success and overall well-being, particularly during the crucial high school years (Epstein, 2011). This involvement manifests in various forms, including participation in activities within the home environment, engagement with school-related matters, and involvement in Parent-Teacher Association (PTA) initiatives. Understanding the interplay between these dimensions of parent involvement is essential for educators, policymakers, and researchers aiming to support students' educational journeys. This paper aims to explore the level of parent involvement in their high school going children on selected dimensions such as home involvement, school involvement, and involvement through PTA.

**Home Involvement:** It refers to the extent to which parents are actively engaged in their child's learning and development within the home environment (Fan & Chen, 2001). This can include assisting with homework, providing educational resources, fostering a conducive learning environment, and engaging in discussions about academic goals and progress. Research suggests that positive home involvement is associated with higher academic achievement, improved attitudes towards school, and enhanced social-emotional development among high school students (Deslandes & Bertrand, 2005; Jeynes, 2005).

Thus, parental involvement at home is vital as it directly enhances academic performance and fosters a supportive environment that encourages educational engagement and curiosity. Active participation in a child's homework and educational activities boosts their confidence and establishes a strong foundation for lifelong learning.

**School involvement:** It encompasses parents' participation in school-related activities, such as attending parent-teacher conferences, volunteering in school events, joining advisory committees, and collaborating with educators to support student learning (Henderson & Mapp, 2002). High levels of school involvement have been linked to increased student motivation, better attendance rates, and a stronger sense of belongingness within the school community (Hill & Tyson, 2009). Moreover, school involvement facilitates positive relationships between parents and teachers, leading to improved communication and collaboration in addressing students' needs (Epstein, 2011).

Parental involvement in school activities is key to building strong relationships between families and educational institutions, fostering a community where educators and parents collaborate for the students' benefit. This involvement helps to create a more supportive educational environment that enhances student morale and motivation. Moreover, when parents are visible and active within the school, it often leads to better behaviour and higher academic achievement among students.

**Participation in Parent-Teacher Associations (PTAs):** It encompasses the opportunities of parents to contribute in the school decision-making, fundraising efforts, and community-building activities. PTAs play a vital role in fostering partnerships between parents, teachers, and school administrators, thereby promoting a supportive and inclusive educational environment. Research indicates that active involvement in PTAs correlates positively with parental satisfaction with the school, perceived school effectiveness, and students' academic outcomes (Christenson & Sheridan, 2001).

The Parent-Teacher Association (PTA) strengthens the collaboration between families and schools, enhancing communication and mutual support that directly benefits students' educational outcomes. This partnership facilitates the organization of school events, supports educational initiatives, and amplifies a collective voice in advocating for improved resources and policies.

## **Rationale**

Parental engagement in education has been widely acknowledged as a pivotal element influencing children's academic achievements and holistic development. As educators, policymakers, and researchers continue to explore the intricate dynamics of this relationship, the importance of conducting research on the level of parent involvement becomes increasingly evident. Numerous studies have demonstrated the positive correlation between parents' engagement and children's academic achievement, including improved grades, test scores, and graduation rates. By identifying the specific forms of parent involvement that yield the greatest benefits, researchers can inform educators and families alike about effective strategies for supporting children's learning. Furthermore, research in this area sheds light on the broader implications of parents' involvement for child development.

Research on the level of parent involvement in education is indispensable for understanding its multifaceted impact on children, families, schools, and communities. By informing evidence-based practices and policies, research contributes to the creation of inclusive, supportive, and equitable educational environments where all children can thrive. Thus, the level of parent involvement has a huge impact on children's learning affecting their academic achievement.

### **Objectives of the Study**

The objectives include the following:

1. To find out the level of parental involvement in education of their high school going children on the dimension of school involvement.
2. To find out the level of parental involvement in education of their high school going children on the dimension of home involvement.
3. To find out the level of parent involvement in education of their high school going children on the dimension of involvement through Parental Teacher Association.

### **Statement of the Problem**

The problem of the present study is stated as “Parent Involvement in Education of their High School-Going Children in Aizawl City”.

### **Methodology**

#### ***Method***

Descriptive survey method was employed for the study to find out the level of parents’ involvement in their high school going students in Aizawl City.

#### ***Population***

The population consists of all parents of high school-going children affiliated under the Mizoram Board of School Education (MBSE) in Aizawl City.

#### ***Sample***

The sample of the study comprised of 110 randomly selected parents of high school going children in Aizawl City.

#### ***Tool used for data collection***

In this research “Parent Involvement Scale (PIS)” developed by Chopra and Sahoo was used.

#### ***Data collection and Analysis***

The scale was administered using google forms and through personal visits by the investigator. Instruction was given to the subject before administering the tool. The data was analysed according to the established norms given in the scale.

**Data Analysis and Interpretation**

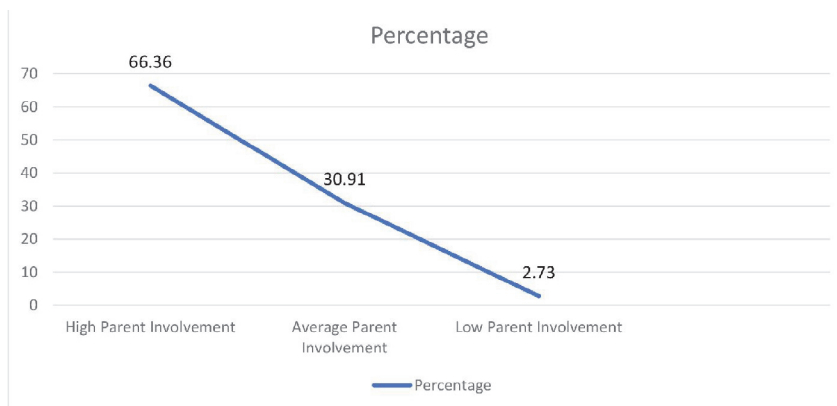
**Objective No 1: To find out the level of parent involvement in education of their high school going children on the dimension of school involvement**

Parent involvement was classified into three levels based on the established norm. Parent involvement with scores 25 and above were categorized as ‘High Parent Involvement’, scores between 16 to 24 were considered ‘Average Parent Involvement’, and scores 15 and below were categorised as ‘Low Parent Involvement’. Table No. 1 provided below illustrates the distribution of parent involvement levels on the dimension of school involvement.

**Table No. 1**

**Level of Parent Involvement on the Dimension of School Involvement**

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	25 and above	73	66.36
Average Parent Involvement	16 - 24	34	30.91
Low Parent Involvement	15 and below	3	2.73
Total		110	100



**Fig. No. 1**

As shown in Table No. 1 and Fig. No. 1, out of the 110 parents, 73 parents (66.36%) had high involvement on the dimension of school involvement, while 34 parents (30.91%) and 3 parents (2.73%) were categorised as having average involvement and low involvement, respectively. The overall finding shows that the majority of the parents had high involvement with regard to the dimension of school involvement.

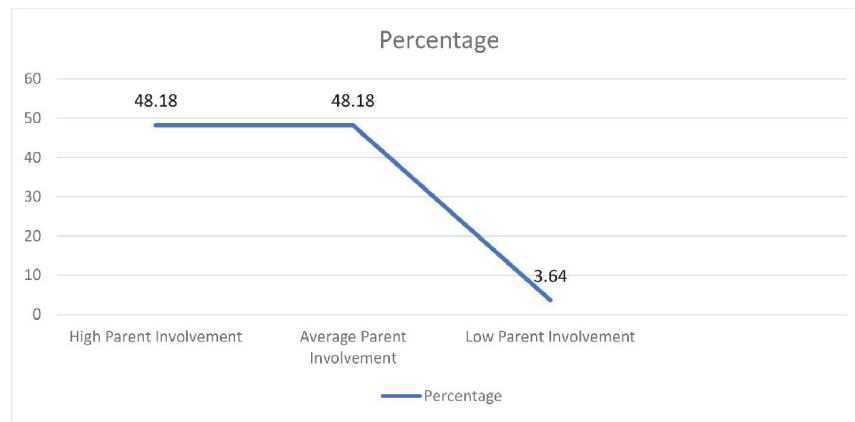
**Objective 2: To find out the level of parent involvement in education of their high school going children on the dimension of home involvement.**

Regarding the home involvement, the level of parent involvement was classified into three levels based on the established norm. Parent involvement with scores 35 and above were categorized as 'High Parent Involvement', scores between 23 to 34 were considered 'Average Parent Involvement, and scores 22 and below were categorised as 'Low Parent Involvement'. Table No. 2 illustrates the distribution of parent involvement levels with regard to the dimension of home involvement.

**Table No. 2**

**Level of Parent Involvement on the Dimension of Home Involvement**

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	35 and above	53	48.18
Average Parent Involvement	23 - 34	53	48.18
Low Parent Involvement	22 and below	4	3.64
Total		110	100



**Fig. No. 2**

As shown in Table No. 2 and Fig. No. 2, out of the 110 parents, 53 parents (48.18%) had high involvement in relation to the dimension of home involvement, while 53 parents (48.18%) had average involvement and 4 parents (3.64%) were categorised as low parent involvement.

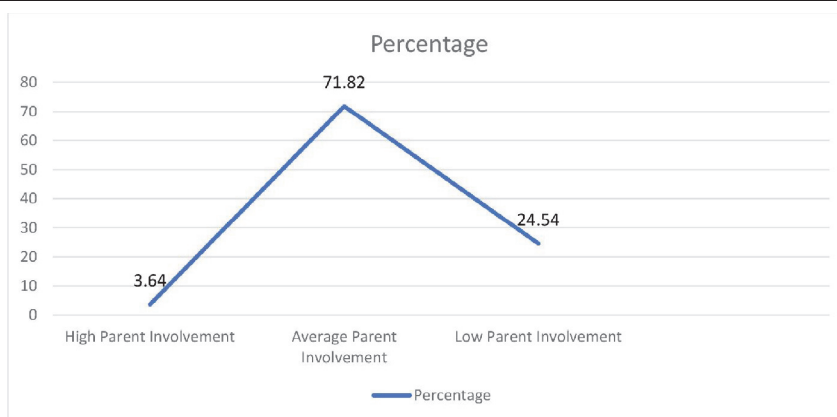
**Objective 3: To find out the level of parent involvement in education of their high school going children on the dimension of involvement through Parent-Teacher Association**

The parent involvement with regard to the dimension of Parent-Teacher Association, according to the norm was categorised into three levels. Thus, parents who scored 26 and above were considered high parent involvement, parental score ranging from 15 to 25 were categorised as average parent involvement and parents coring 14 and below were considered low parent involvement. The following Table highlighted the level of parent involvement on the dimension of involvement through Parent-Teacher Association.

**Table No. 3**

**Level of Parent Involvement on the Dimension of Parent-Teacher Association**

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	26 and above	4	3.64
Average Parent Involvement	15 - 25	79	71.82
Low Parent Involvement	14 and below	27	24.54
Total		110	100



**Fig. No. 3**

From Table No. 3 and Fig. No. 3, it can be observed that 4 parents (3.64%) had high involvement, whereas, 79 parents (71.82%) and 27 parents (24.54%) had average involvement and low involvement respectively. The overall finding shows that majority of the parents had average parent involvement with regard to involvement through Parent-Teacher Association.

## Conclusion

Research on the level of parent involvement in education is indispensable for understanding its multifaceted impact on children, families, schools, and communities. The results of the present study highlighted that majority of the parents had high involvement with regard to school involvement and average involvement with regard to parent-teacher association and the percentage of parents who had high involvement and average involvement was the same (48.18%) with regard to home involvement. By recognizing the degree of parental involvement, schools can facilitate effective partnerships between educators and parents etc. This enhances not only academic achievement but also cultivates long-term success, as children with supportive and involved parents are more likely to excel academically, and thrive in their future endeavours.

## Reference:

- Christenson, S. L., & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. Guilford Press.
- Deslandes, R., & Bertrand, R. (2005). Motivation of parent involvement in secondary-level schooling. *The Journal of Educational Research*, 98(3), 164–175. <https://doi.org/10.3200/JOER.98.3.164-175>
- Epstein, J.L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429494673>
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1–22. <https://doi.org/10.1023/A:1009048817385>.
- Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17(2), 99–123. <http://www.jstor.org/stable/23363897>
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family & Community Connections with Schools.
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>.
- Jaiswal, S. K. (2017). Role of parental involvement and some strategies that



- promote parental involvement. *Journal of International Academic Research for Multidisciplinary*, 5(2), 95-104.
- Jeynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237- 269. [https://doi.org/ 10.1177%2F0042085905274540](https://doi.org/10.1177%2F0042085905274540).
- Chopra, R., & Sahoo, S. (2005). *Manual for parent involvement scale (PIS)*. National Psychological Corporation.
- Sheldon, S. B. (2009). *In school, family, and community partnerships: Your handbook for action*. (3rd ed.). Corwin Press.
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197. <https://doi.org/10.1080/10852352.2010.486297>
- Utami, A. Y. (2022). The role of parental involvement in student academic outcomes. *Journal of Education Review Provision*, 2(1), 17-21. doi: 10.55885/jerp.v2i1.156