

A Study of Parental Support among High School Students in Aizawl District

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Abstract

Parental support is an indispensable factor effecting the overall development of children in general and academic success in particular. The present study examines the parental support among high school students in Aizawl district. Stratified random sampling technique was employed for collecting the data. The sample consisted of 140 parents (70 parents from Government school and 70 parents from Private school) of Class 10 students in Aizawl district. The “Parental Support Scale” developed by Shobha Nandwana and Dr.Nimmi Asawa was used to measure the parental support in their children’s education. The findings showed that the majority of parents (95%) had high parental support. However, no significant differences were found in the parental support with regard to gender, educational qualification and the type of school.

Keywords: *Parental support, children’s education, high school students*

Introduction

Family is the most important component in a child’s life among the influences and factors that shape and affect a child’s existence. Families and parents care for their children by meeting their needs and keeping them from harm from the moment they are born. Children’s initial relationships are with their parents and family. They serve as a child’s first teachers in life and serve as role models for experiencing and comprehending them. Families are crucial in providing early care and education for children, as well as ensuring that they are prepared to learn when they start school. Therefore, parents that actively encourage their children’s growth and development are successful parents since parents and families hold a major responsibility as far as children’s education and upbringing is concerned (Durisic&Bunijevac, 2017). The

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opportunity for a child to grow more in life are provided by the way they are loved, cared for, and nurtured at home. A family's parenting style or method has an effect on a child's development similar to creating a foundation that may assist determine a child's future.

Children's education depends on parental encouragement and support for learning activities at home, as well as parental involvement in schools. In fact, a strong relationship between parents and educators is the most impactful factor and indicator of effective parental support and involvement (Davies, 1996; Emeagwali, 2009; Epstein, 2009). A positive relationship between home and school, no doubt fosters the education and overall development of children (Edwards & Alldred, 2000; Henderson & Berla, 1994; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009)..It is one of the most significant contributions that parents can make to their child's development. Parents can help their children in a variety of ways, including physical affection, friendship, and consistent contact. Improving learning outcomes requires strong collaborations between parents, families, and schools to enhance children's learning. Parents are their children's first and most important educators.

Parental engagement, in its broadest sense, refers to collaborations between families, schools, and communities aimed at boosting parental awareness of the benefits of participating in their children's education and equipping them with the necessary skills. Muller (2009) writes, "Family-school and community partnerships are redefining the boundaries and roles of education." They increase the capability of parents and communities, as well as the settings in which children can learn more successfully. In this sense, they extend education outside the classroom.

The education of a child begins at home. Parents are their first teachers and play an important part in forming their personalities. A student's actual learning is shaped by a balance between home and school education. Assist them in their educational endeavours and accompany them with sincere inspiration. Encouragement from parents has played a critical role in the achievement of students. They play an important role not just at home, but also in school.

Parents' engagement in their children's education begins at home, with parents providing a secure and healthy environment, suitable learning opportunities, support, and a positive attitude toward school. This can be seen in several studies (Greenwood & Hickman, 1991; Henderson & Berla, 1994; Rumberger et al., 1990; Swap, 1993; Whitaker & Fiore, 2001; Epstein, 2009)

Students with supportive parents are more successful, have a more favourable attitude towards school, and have more self-esteem and self-confidence. Poor school achievement, violent behaviour, high suspension rates, and poorer graduation rates

can all result from a lack of parental participation. Increased parental participation is the key to improving children's academic performance.

Rationale of the study

Parental support is an indispensable factor in maximizing the potential of students to succeed academically. Therefore, the enhancement of parental support in education has become a fundamental issue in educational policy and research. Parental support and partnerships between the family and the school have come to be regarded as one of the most successful educational strategies by which student achievement is guaranteed. Since research findings have established the correlation between parental support and educational success, there is a focus on improving student success while reducing educational inequities. However, current knowledge regarding the nature and magnitude of the effects of parental support in secondary education is inconsistent and limited in scope. Presently, although parental support has been widely supported in educational policies and practices, its implications are not always clearly established. Thus, the study aims to conduct further study into the parental support in children's education and to detect good practices. It will focus on the role played by the parents of the students in the private and government school and on both male and female students individually.

Research questions

The following research questions have been generated:

1. What is the level of parental support among the high school students in Aizawl district?
2. What is the parental support of high school students of Aizawl district with reference to gender?
3. What is the parental support of high school students of Aizawl district with reference to parental qualification?
4. What is the parental support of high school students of Aizawl district with reference to type of school?

Statement of the problem

The problem has been stated as "A Study of Parental Support among High School Students in Aizawl District."

Objectives

1. To find out the parental support of high school students in Aizawl district.
2. To compare the parental support of high school students of Aizawl district with reference to gender
3. To study and compare the parental support of high school students of Aizawl district with reference to parental qualification
4. To study and compare the parental support of high school students of Aizawl district with reference to type of school.

Hypotheses

1. There is no significant difference of parental support of high school students of Aizawl district with reference to gender.
2. There is no significant difference of parental support of high school students of Aizawl district with reference to parental qualification.
3. There is no significant difference of parental support of high school students of Aizawl district with reference to type of school.

Methodology

In the present study the researcher employs a descriptive survey method to find out the differences if any, in parental support of parents of private and government school students.

Population

The population consists of parents of Class 10 students within Aizawl District.

Sample

The sample of the study consisted of 140 parents where 70 parents were from government schools and another 70 parents were from private schools.

Procedure of data collection

The investigator adopted a stratified random sampling technique for selecting the samples. For the present study, the sample consisted of 140 parents (70 parents from Government schools and 70 parents from Private schools) within Aizawl district. After getting permission from the researcher's supervisor and the school authorities,

the data were collected among the parents of high school (Class X) students. The parents were asked to respond and choose the given options freely related to their children's education. The responses were kept strictly confidential and only used for research purposes. Data obtained from the various sources were analysed using descriptive statistics.

Tool used for data collection

In this research "Parental Support Scale" developed by ShobhaNandwana and Dr.NimmiAsawa was used.

Analysis and interpretation

The respondents' responses were categorised, collated, and analysed using the established scoring methodology. Utilizing the proper statistical methods, data analysis was accomplished. The results were meaningfully interpreted and presented in accordance with the study's goals and hypotheses as follows:

Objective no. 1: To find out the parental support of high school students in Aizawl district.

The scores obtained from parents of Government and Private School Class 10 students on the 'Parental Support Scale' were scored and tabulated. Based on their responses, parental support was classified into 2 levels as 'High Parent Support' and 'Low Parent Support' according to the norms of the scale. The scores above the 75 were categorised as high parent support and the scores below 74 were categorised as low parent support. Thus, depending upon their scores, the respondents were considered as having a High Parent Support (scoring 75 and above) and Low Parent Support (scoring 74 and below).

The table - 1 presented reflects the level of parent's support in their children's education in the Aizawl district.

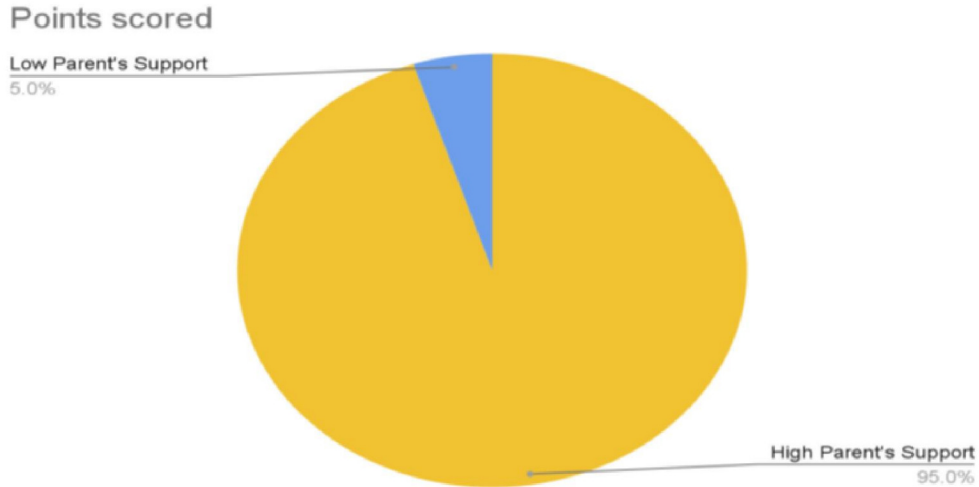
Table No. 1

Level of Parental Support in their Children's Education in Aizawl District

Category	Range of Scores	No. of Parents	Percentage
High Parent's Support	75 and above	133	95
Low Parent's Support	Below 74	7	5
Total		140	100

Fig. 1

Level of Parental Support in their Children’s Education in Aizawl District



The table No. 1 and Fig. 1 shows that, as per the norms in the manual of the scale out of the 140 parents of High school students in the Aizawl district, 133 parents (95%) had high parent support, and 7 parents (5%) has low parent’s support.

Objective no. 2: To compare the parental support of high school students of Aizawl district with reference to gender.

Hypothesis No.1 states: “There is no significant difference of parental support of high school students of Aizawl district with reference to gender.”

Table No. 2 presents a comparison of parental support of high school students of Aizawl district with reference to gender.

Table No. 2

Gender Wise Parental Support of High School Students in Aizawl District

Groups	Number	Mean	SD	MD	SE MD	T value	Sig. Diff.	P value
Male	88	87.19	7.912	-1.076	1.285	-0.838	0.108	0.40348
Female	52	88.27	6.259					

Not significant at .05 level

Fig.2

Mean of Parental support of male and female parents of High School students in Aizawl District

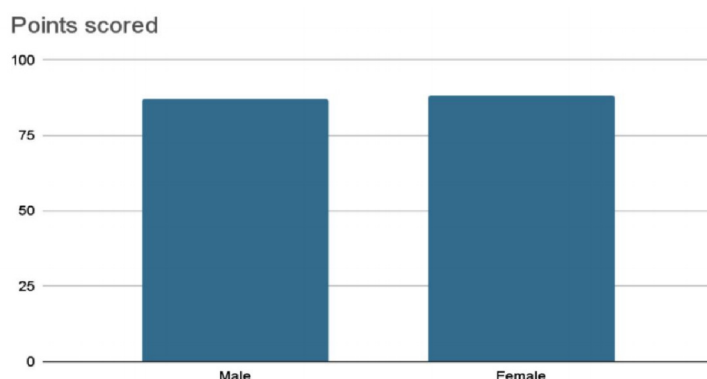


Table No.2 shows, the mean, SD and t-value of parental support of private and government of high school students in Aizawl district.

As shown in table No. 2 the ‘t’ value for the significance of the difference between the mean scores of male and female is -.838. The table shows no significant gender difference (i.e. $t=-.838$; $p=.40348$) at 0.05 level. Further the table No. 2 and Fig.2 shows that based on the mean scores, female parents (88.27) have higher mean scores than male parents (87.19) of High School students in Aizawl district.

Therefore, the null hypothesis (No.1) stating that there is no significant difference of parental support of high school students of Aizawl district with reference to gender is accepted.

Objective No. 3: To study and compare the parental support of high school students of Aizawl district with reference to parental qualification

Hypothesis No.2 states: “There is no significant difference of parental support of high school students of Aizawl district with reference to parental qualification.”

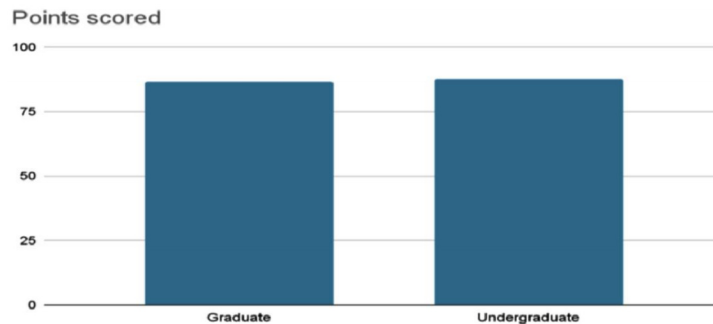
Table No.3 presents a comparison of parental support of high school students of Aizawl district with reference to parental qualification.

Table No. 3
Parental Qualification Wise Parental Support of High School Students in Aizawl District.

Groups	Number	Mean	SD	MD	SE MD	T value	Sig. Diff.	P value
Graduate	31	86.55	9.201	-1.342	1.494	-0.898	0.011	0.37075
Undergraduate	109	87.89	6.735					

Not significant at .05 level

Fig.3
Mean of parental support of graduate and undergraduate parents of High School students in Aizawl District



From the table No. 3 the mean, SD and t-value of parental support of private and government of high school students in Aizawl district.

As shown in table No. 3 the 't' value for the significance of the difference between the mean scores of male and female is -.898. The table shows no significant gender difference (i.e. $t = -.838$; $P = .37075$) at 0.05 level. Further the table No. 3 and Fig. 3 shows that based on the mean scores, undergraduate parents (87.89) have higher mean score than graduate parents (86.55) of High School students in Aizawl district.

Therefore, the null hypothesis (No.2) which states that there is no significant difference of parental support of high school students of Aizawl district with reference to parental qualification is accepted.

Objective no. 4: To study and compare the parental support of high school students of Aizawl district with reference to their type of School

Hypothesis No.3 states: “There is no significant difference of parental support of high school students of Aizawl district with reference to School.”

Table No. 4 presents a comparison of parental support of high school students of Aizawl district with reference to type of School.

Table No. 4

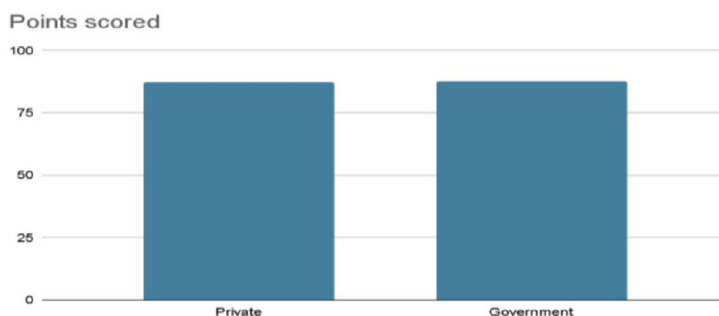
School Wise Parental Support of High School Students in Aizawl District.

Groups	Number	Mean	SD	MD	SE MD	T value	Sig. Diff.	P value
Private	70	87.38	7.315	-0.41	1.244	-0.333	1.244	0.73964
Government	70	87.8	7.405					

Not significant at .05 level

Fig.4

Mean of Private and Government School parents of High school students in Aizawl District



From the table No. 4 the mean, SD and t-value of parental support of private and government of high school students in Aizawl district. \

As shown in table No. 4 the ‘t’ value for the significance of the difference between the mean scores of male and female is -.333. The table shows no significant gender difference (i.e. $t = -.838$; $P = .73964$) at 0.05 level. Further the table shows that based on the mean scores, government school parents (87.80) have higher mean score than private school parents (87.38) of High School students in Aizawl district.

Therefore, the null hypothesis (No.3) stating that there is no significant difference of parental support of high school students of Aizawl district with reference to School is accepted.

Major findings

Parental Support of High School Students in Aizawl District

1. Out of the 140 parents of High school students in the Aizawl district, 133 parents (95%) had high parental support.
2. 7 parents (5%) were categorized as having low parental support.
3. The overall finding shows that the majority of parents had high parental support, and it was also found that very few of them were found to have low parental support.

Parental Support of High School Students in Aizawl District with Reference to Gender

There is no significant difference of parental support of high school students of Aizawl district with reference to gender.

Parental Support of High School Students in Aizawl District with Reference to Educational Qualification

There is no significant difference of parental support of high school students of Aizawl district with reference to educational qualification.

Parental Support of High School Students in Aizawl District with Reference to their Type of School

There is no significant difference of parental support of high school students of Aizawl district with reference to type of school.

Recommendations

As per the findings of this study, the following recommendations have been given:

1. Parental support is one factor that has been consistently related to a child's increased academic performance. So, the parents should try to involved and assist their child in their academic activities for better development of their child.
2. Parents should have a positive attitude and support towards their children's education as it can inspire and empower the child to develop good learning habits.
3. The parents should try to understand the emotional and intellectual needs of their children. 4. The parents should be involved in decision making regarding policy and management of the school.

5. School administrators and policy makers should continue to investigate ways to increase a parental support about their child's education and demonstrate to parents that their action is related to their child's academic performance.
6. School principal/head may set time in the curriculum for team building exercises between students, teachers and parents.

Conclusion

The majority of the parents had high support in their children's education at the High School in Aizawl district. It was discovered that mothers were more active in their children's schooling than fathers. Therefore, schools should prepare parents and inform them of the requirements for their full participation in their children's education. In an effort to show their children love and affection, both parents should try to spend as much time as possible with them. It will assist in establishing a favourable learning environment for their kids at home.

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