

## RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SPECIAL STUDENTS

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### Abstract

*Education is an important factor which helps to achieve success in the most walks of life. It enlightens the people about how to survive in society. In the learning environment, acquiring knowledge depends on a strong and positive relationship among students, parents, teachers, and the community. Educators and parents play a vital role in the accomplishments of students. The present study attempted to find parental involvement and academic achievement of needy students. Special children usually depend on their parents, family, community, and school. They may need to master various skills, which will enable them to overcome some of the effects of their disability. In this study, attention is given exclusively to the parental involvement of the children who are handicapped by birth or soon after that. The study may be helpful for the parents of extra care children, suggesting their special problems or needs and the ways of meeting and overcoming them. The Parental involvement scale has been especially used for the study to measure the parental involvement of these students. The total sample selected for the study was 200 students taken through purposive sampling. After analyzing the result, it was found that there was a significant relationship exists between the parental involvement, and academic achievement of these category students.*

**Keywords:** Parental Involvement, Academic Achievement, and Special Students.

### Introduction

Education mainly aims to nurture the individuals in all spheres. It emphasizes the total development of the individual so that he can make an original contribution to the best of his capacity. Education includes three aspects of the child's development. It should meet firstly, his physical needs, secondly, his intellectual needs, and thirdly, his social and emotional needs.

Education for all is one of the cherished goals of national development. The overall purpose of education, in its broadest sense, is the homogenous and maximum development of each individual in all dimensions of his personality. To realize this goal, there is a need for expanding the educational facilities for all sections of the society and for varying types of the population to enable each member to be fully functional human beings. Perhaps, not less than 15% of our child population may need some special educational provisions which may allow them in the community as equal partners. It is therefore, necessary that this type of children must receive greater attention to cope with their problems.

### **Need for Special Education**

At present, the percentage of enrolment of handicapped children at the elementary stage is 0.07. It demands a need for intensive special education. Children with various categories and types of disabilities like blinds, deaf, or dumb require special attention and assistance of specially trained teachers to make them learn flexibly. Disabled children may require exclusive support to develop socially desirable behaviors and meet their emotional needs. Special education provides such support to them. Special education helps in generating awareness about various disabilities, needs of the disabled and assists in their mainstreaming.

### **Review of Related Literature**

**Fultore and Elizabeth (2008)** studied the relationship between perception of parenting and student's academic motivation and supervision. The findings of gender differences suggested that the effects of parenting may be moderated and influenced by the child's gender. **Maqusud and Mary (2010)** also investigated the role of parental interaction in achievement motivation. The research indicates that the parents have a strong influence on the development of their children's achievement motivation.

### **Statement of The Problem**

**"Relationship between Parental Involvement and Academic Achievement among higher secondary Special students."**

### **Sample**

The sample consisted of 200 higher secondary students in which 120 were visually impaired students, and 80 were deaf and dumb students.

### **Objectives**

- To find out the difference in parental involvement and academic achievement of higher secondary visually impaired students based on
  - Types of school
  - Gender
- To find out the difference in parental involvement and academic achievement of higher secondary deaf and dumb students based on
  - Types of school
  - Gender
- To find out the relationship between the parental involvement and academic achievement of higher secondary students with special needs.

### **Hypotheses**

- There is no significant difference in parental involvement and academic achievement of higher secondary visually impaired students based on
  - Types of school
  - Gender

- There is no significant difference in parental involvement and academic achievement of higher secondary deaf and dumb students based on
  - Types of school
  - Gender
- There is no significant relationship between the parental involvement and academic achievement of special needs students from higher secondary level.

### Tools Used

- The investigators prepared a personal data sheet.
- The investigators also prepared a Parental involvement questionnaire.
- For the academic achievement the investigators collected the marks from the previous class.

### Analysis and Interpretation of The Data

**Hypothesis 1:** There is no significant difference in parental involvement and academic achievement of higher secondary visually impaired students based on Types of school and Gender.

| Parental involvement | Variable   | N  | Mean  | S.D  | 't' value | Level of Significance |
|----------------------|------------|----|-------|------|-----------|-----------------------|
| Visually impaired    | Government | 78 | 66.4  | 10.4 | 2.31      | NS                    |
|                      | Private    | 42 | 74.2  | 15.5 |           |                       |
|                      | Boys       | 67 | 67.04 | 13.8 | 1.79      | S                     |
|                      | Girls      | 53 | 71.86 | 15.5 |           |                       |

- The 't' value of parental involvement between Government and Private school - visually impaired students is 2.31. The calculated value is greater than the table value. So the null hypothesis is accepted which shows there is no significant difference in parental involvement between the Government and private school - visually impaired students.
- The 't' value of parental involvement between the boys and girls is 1.79. The calculated value is lesser than the table value. So the null hypothesis is rejected, which shows there is a significant difference in parental involvement between visually impaired boys and girls students.

| Academic Achievement | Variable   | N  | Mean  | S.D  | 't' value | Level of Significance |
|----------------------|------------|----|-------|------|-----------|-----------------------|
| Visually impaired    | Government | 78 | 67.68 | 11.6 | 3.54      | NS                    |
|                      | Private    | 42 | 79.29 | 19.5 |           |                       |
|                      | Boys       | 67 | 73.19 | 14.1 | 1.19      | S                     |
|                      | Girls      | 53 | 69.91 | 15.7 |           |                       |

- The 't' value of academic achievement between Government and private school visually impaired students is 3.54. The calculated value is greater than the table value. So the null hypothesis is accepted, which shows there is no significant difference in academic achievement between the Government and Private school students.
- The 't' value of academic achievement between the boys and girls visually impaired students is 1.19. The calculated value is lesser than the table value. So the null hypothesis is rejected, which shows there is a significant difference in academic achievement between the visually impaired boys and girls students.

**Hypothesis 2:** There is no significant difference in parental involvement and academic achievement of higher secondary deaf and dumb students based on Types of school, Gender, Area of residence.

| Parental involvement | Variable   | N  | Mean  | S.D  | 't' value | Level of significance |
|----------------------|------------|----|-------|------|-----------|-----------------------|
| Deaf and Dumb        | Government | 45 | 57.73 | 14.7 | 3.38      | NS                    |
|                      | Private    | 35 | 67.49 | 11.2 |           |                       |
|                      | Boys       | 44 | 61.66 | 11.8 | 0.27      | S                     |
|                      | Girls      | 36 | 60.41 | 13.1 |           |                       |

- The 't' value of parental involvement between Government and private school deaf and dumb students is 3.38. The calculated value is greater than the table value. So the null hypothesis is accepted, which shows there is no significant difference in parental involvement between the Government and private school deaf and dumb students.
- The 't' value of parental involvement between the boys and girls deaf and dumb is 0.27. The calculated value is lesser than the table value. So the null hypothesis is rejected, which shows there is a significant difference in parental involvement between the deaf and dumb boys and girls students.

| Academic Achievement | Variable   | N  | Mean  | S.D  | 't' value | Level of significance |
|----------------------|------------|----|-------|------|-----------|-----------------------|
| Deaf and Dumb        | Government | 45 | 60.73 | 14.8 | 2.09      | NS                    |
|                      | Private    | 35 | 69.57 | 22.5 |           |                       |
|                      | Boys       | 44 | 63.68 | 16.9 | 0.49      | S                     |
|                      | Girls      | 36 | 65.72 | 19.8 |           |                       |

- The 't' value of academic achievement between Government and private school deaf and dumb students is 2.09. The calculated value is greater than the table value. So the null hypothesis is accepted, which shows there is no significant difference in

academic achievement between the Government and private school deaf and dumb students.

- The 't' value of academic achievement between the boys and girls deaf and dumb students is 0.49. The calculated value is lesser than the table value. So the null hypothesis is rejected, which shows there is a significant difference in academic achievement between the deaf and dumb boys and girls students.

**Hypothesis 3:** There is no significant relationship between the parental involvement and academic achievement of special needs students from higher secondary level.

| Variable             | Sample (N) | Correlation coefficient 'r' |
|----------------------|------------|-----------------------------|
| Parental involvement | 200        | 0.84                        |
| Academic Achievement | 200        |                             |

- The above table showed that the 'r' value of Parental involvement and academic achievement is 0.84. It denotes that there is a very high level of relationship that exists between these two variables.

### Implications of the Study

Parents need specialized knowledge, skills, and attitude towards special children. Living with a disabled child increases the responsibility of the entire family members. It broadens their thinking power and understands one's own inner strength which provides a chance to take care of them in critical situations. It is a unique, shared experience for families to provide healthy and positive atmosphere that helps to enhance their physical and mental well being. On the positive side, it can broaden horizons, increase family members' awareness to recognize their role for enhancing family cohesion, and encourage connections to community groups or religious institutions. In addition, the factors need to consider that the time and financial costs, physical and emotional demands, and logistical complexities associated with raising a disabled child can have far-reaching effects, as we describe below. The impacts will likely depend on the type of condition and severity, as well as the physical, emotional, and financial wherewithal of the family and the resources that are available.

So, according to the needs of the children, parents can change the environment, approaches, techniques, and opportunities. Parents should help their children to develop their self-concept and self-confidence to face the societal changes. They can also help their children to deal with their problems individually and to control their emotions properly. Lastly, the parental involvement towards the special children is according to the expectation of the children we can succeed.

### Conclusion

Like all children, these types of children also vary in their characteristics and needs. To analyze this, the investigators have taken this particular study and found no

significant difference in parental involvement for types of school for visually impaired children still, for the gender analyses, significant difference existed between boys and girls. Hence it may be concluded that there is a very high level of relationship exists between parental involvement and academic achievement.

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