

## Parental education and academic performance of students at secondary level

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### Abstract

Parents' education level determines the education of the children for a long. The school performances of the children are greatly affected by the home. The objectives of presents study are 1) To assess the level of parental education of students at secondary level. 2) To study the academic performance of students at secondary level. 3) To find out the relationship between parental education and academic performance of students at secondary level. Ex-post facto was used. Data were collected on 100 students of class IX, Kendriya Vidyalaya Lumding, Assam. In the present study two tools were used for collection of data i.e. Inquiry form - For collection of data on parental education and School Performance Record (SA-I, record on the basis of CCE pattern conducted by the school) to know the performance of the students in the Science and technology, English and Mathematics.

**Keywords:** parental education, academic performance, secondary level students

### Introduction

It is universally accepted that education is the basic input for any sustainable development, especially in the context of socio-economic development. Elementary education is the fundamental right of all children within the age group 6-14 as per the 86<sup>th</sup> Constitution Amendment Act, 2002 (Article 21A). The National Policy on Education (NPE, 1986), POA (1992), National Curriculum Framework (2005) accorded top priority for achieving the goals of universalization of elementary education.

A child is born in an environment, live and grows there. During the process the child tries to understand environment. As the children grow older, the environment, particularly the family plays an important role in ensuring his/her proper development. The studies reveal that home stimulation makes a significant difference in the activity level, and in the social, language, emotional intellectual growth of children. The home environment includes factors like availability of modern equipment, books, magazines, and of course the quality of interaction between parents and the child.

In India, a great majority of children receive very little stimulation at home. Neither do they get opportunity for attending pre-school where compensatory education may be attempted. At about 5 years of age where formal schooling of children usually begins, it is observed that a great majority of children in rural and tribal areas as well as in urban slums do not go to the school. Poverty has been identified as sole factor responsible for the some children are supposed to help their parents in earning their day to day livelihood. Elder children have also to take care of their younger brother and sister at home when their parents are up to for work during the day time. As these parents are illiterate, they are unable to understand the importance of schooling. Home is regarded on the first school of the child and parent on the first teacher. Parent is considered on main teacher of a child because most of the child uses to spend their time at home rather than school and child learn various things from the home by their parents.

Students achievement exaggerated by home environment and parental involvement. (Avinashilingan, *et al* 2005, Vamadevappa, H.V. 2005, Ahuja and Goyal 2006, Rajani Dingra and Sarika Manhas 2009) [2, 1, 15]. Family authoritativeness also affects the performance of child (Heaven and Ciarrochi 2008) [6]. Achievement of the students having favorable family climate are better than students having unfavorable climate (Kalra, R. *et al* 2004). Parents are likely to create an environment that is intellectually stimulating for a child. This hidden curriculum at home depends on parental education. Education and occupation of parents positively influence the academic achievement of students (Suman Bala 2011) [18]. The academic performance of the students of one parent working group was better than both parents working group (Saini, S. 2005, Pandey 2008) [12, 16, 13, 14].

Parental education is also important in determining the aspiration of the child. The educated parents convey their expectations and belief more effectively and influence them to adapt a pattern of life. The illiterate parents may have expectations but they fail to guide their child properly and direct him how to aspire high and achieve success. Children cannot be properly trained in an illiterate environment. Therefore to provide sound education before the children parental education is very essential. Parents' education level determines the education of the children for a long. The school performances of the children are greatly affected by the home (Kalra, R. *et al* (2004, Saini, 2005; NCERT, 2005, Avinashiligan and Sharma 2005, Heaven and Ciarrochi 2008) [12, 16, 9, 2, 6], school and the community etc.

Parental socio-economic and educational background play an important role for academic achievement of elementary school children as found by many researchers (Diwedi, 2005, Kalra, R.*et al* 2004, Saini, 2005; NCERT, 2005, Avinashiligan and Sharma 2005, Heaven and Ciarrochi 2008) [12, 16, 9, 2, 6]. Most of the above studies have been conducted at elementary school education stage. Not a single study has been conducted in secondary level. So the present study seeks to answer the

questions like: 1) what is the parental educational of secondary school students? 2) What is the performance of students in Language, Mathematics and Science? 3) Is there any difference in the academic performance of secondary school students coming from different parental education level? The present research is proposed to find the answer of above questions.

**Objectives of the Study**

1. To assess the level of parental education of students at secondary level.
2. To study the academic performance of students at secondary level.
3. To find out the relationship between parental education and academic performance of students at secondary level.

**Hypothesis of the Study**

There is no significant relationship exist between parental education and academic performance of students at secondary level.

**Design of the Study**

In the present study researchers are try to find out the relationship between parental education and the performance of students hence descriptive survey ex-post facto type study is used. Here the performance of students (Average score obtained from SA-I in Science, Mathematics and English of K V Lumding class IX students) was dependent variable and the level of parental education (low, average and high) was the independent variable. All the students of secondary level in Kendriya Vidyalaya’s situated under Silchar Region, Assam, were the population of the study. The sample of this study comprises of 100 students of Class IX, Kendriya Vidyalaya Lumding, Assam were selected purposively. In the present study two tools were used for collection of data i.e. Inquiry form - For collection of data on parental education etc. and School Performance Record (SA-I, record on the basis of CCE pattern conducted by the school) to know the performance of the students in the Science and technology, English and Mathematics. Inquiry form for Parents included personal information of the parents like - Name of the respondent, age, sex, occupation, place of residence, qualification etc. Parental educations collected as per the inquiry form. In the present study five type of educational level i.e. illiterate, secondary (10), senior secondary (10+2), graduation and post-graduation were identified. For calculating the level of education of each parent, it was divided in three parts High educated, Average educated and Low educated. High educated has been assigned to the parents who were post graduate, average educated were assigned to those who have Graduate and Secondary level education and low educated were assigned to the parents who were having elementary education or illiterate. School Performance Record included summative assessment-I (conducted by K. V. Lumding) for three subject, these are Science and technology, Mathematics and English. Achievement of students categorizes as high performance, average performance and Low performance. High performance was assigned to those students who obtained their average score more than or equal to 80%, average performance was assigned to those students who obtained their average score between 41% to 79%, Low performance was assigned to those students who obtained their average score less than or equal to 40%. Summative assessment test comprise multiple type question, short answer objective question.

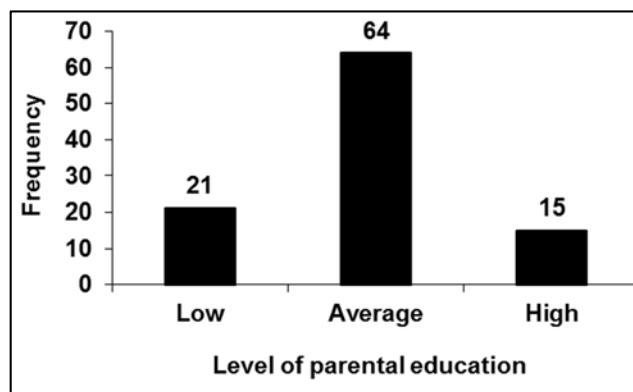
**Result and discussion**

Data were analyzed to use the various statistical methodslike frequencies, percentages, mean and chi-square test and objective wise results are shown in tabulated form.

The first objective of the study was to find out the level of parental education of students. The result has been shown in the following table.

**Table 1:** Parental Education of Secondary School Students

Sl. No.	Level of Parental Education	Frequency	Percentage (%)
1	Low	21	21
2	Average	64	64
3	High	15	15
Total			100

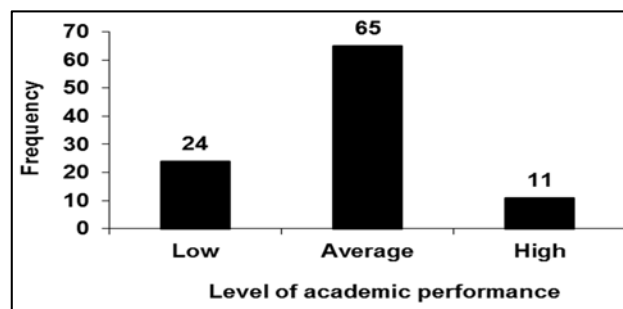


**Fig 4.1:** Graphical representation of parental education.

The above table and figure indicates that more than half of the parents are having average level of education. It is observed that the average educational levels are those parents whose educational qualifications are Graduate and Higher Secondary passed. Most of the parents are government employees (mostly railway employees) as Lumding is a railway junction in Assam. The second objective of the study was to find out the academic performance of students at secondary level. The academic performance of students of class-IX, KV-Lumding, Assam in SA-I test, have been shown in the following table.

**Table 2:** Academic Performance of Students.

Sl. No.	Level of Academic Performance	Frequency	Percentage (%)
1	Low	24	24
2	Average	65	65
3	High	11	11
Total			100



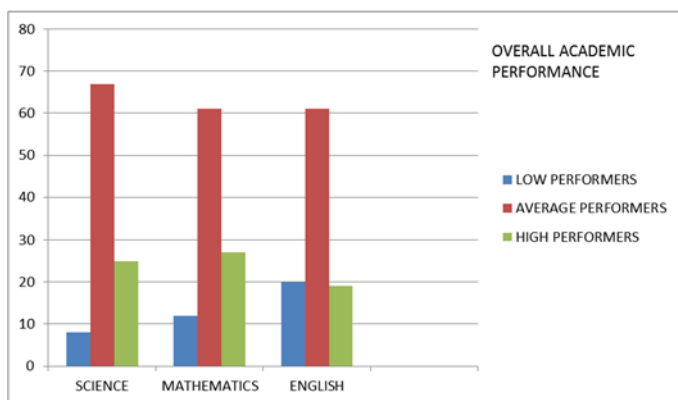
**Fig 4.2:** Graphical representation of academic performance of students.

The above table and graph shows that majority of students have average level of academic performance. The average performing students have scored between 41 to 79% in their SA-I, test performance. The students of Class-IX are generally

aware of their studies. Summative Test is conducted at the mid-session where nearly two-third syllabus (April to September syllabus) is completed.

**Table 3:** Overall Academic Performances of Students in Science, Mathematics and English.

Level of Academic Performance $\longleftrightarrow$ Subjects $\downarrow$	Low Performers (no. of students)	Average Performers (no. of students)	High Performers (no. of students)	Total
Science	8	67	25	100
Mathematics	12	61	27	100
English	20	61	19	100
	40	189	71	300



**Fig 4.3:** Graphical representation of comparison in overall academic performance of 100 students in Science, Mathematics and English

The above table and graph revealed that majority of students are average performers in Science 67%. The new CCE pattern of education has given enough scope for step-wise learning, understanding, through demonstration, practical etc. The subject was made interesting through various activities which helped in the performance of students. Proper infrastructures of laboratory are available which help the teachers and students in the teaching learning process. The performance of students was

good, may be also due to fact that parents and students want to opt for science stream in future for which they are working hard. In Mathematics majority of students are average performers. General awareness is seen among the students to perform well. Mathematics being a subject of logical approach and with practice interest's students. Since this is the formative years of study for higher secondary classes, teachers to take proper care for the studies. Parents and Students in general want to opt for engineering and other Mathematics demanding streams so try to perform well through their combined efforts. Majority of students are average performers in English. In comparison to Science and Mathematics, we find maximum number of low performers in English. This may be due to the fact that local language, regional language has an influence on the child. English is the first language in school but in actual practice it comes after ones mother tongue which is the first spoken language of the child. Another reason of low performance in English may be due to the fact that there is gap between spoken English and writing English which lowers the performance.

The third objective of the study was to find out the relationship between parental education and academic performance of students at secondary level. The result has been shown in the following table.

**Table 4:** Students Performance and Parental Education

Parental Education \ Students Performance	Low	Average	High	Total
	Low	3 (5.4)*	12 (13.65)*	6 (2.31)*
Average	13 (15.36)*	47 (41.6)*	4 (7.04)*	64
High	8 (3.6)*	6 (9.75)*	1 (1.65)*	15
Total	24	65	11	100

\* Number within the bracket indicates the expected frequencies.

The chi-square value is 13.56 with df. 4 which is not significant at 0.01 level (table value=13.27). There is significant relationship exist between parental Education and academic performance of students at secondary level. Parental Education influences the academic performance of students. Those parents, who take interest in their wards studies, go through their books, give them time and are aware of the trends of education, see better performance by their children. Home environment too has a role in academic performance of the child. A home where the child is loved, wanted and cared, gives him/her fair opportunity of growth (physical, emotional, social) which is reflected in the academic performance. Parenting is a dynamic task. When parents show their loving, caring nature towards their wards it is reflected in the performance of the child. All this will be possible when the

parents are educated and sincere towards education of their ward. If parents aware about importance of education then they worried about their child performance and try to focus on their study It is therefore concluded that Parental Education has a role on Academic Performance of the child. Findings have also been supported by the studies of, Vamadevappa (2005), Hill(2001) Barbara, R.D(2001) [4], Devi. S.et al (2003) [5], Karla, R.et al (2004), Saini (2005) [12, 16] and NCERT (2007).

### Findings

- Majority of parents are having average level of educational background. The average levels of educational background are those parents whose educational qualifications are Graduate and Higher Secondary passed.

- Majority of students' academic performance is average. The average performing students have scored between 41 to 79% marks in their SA-I, test performance.
- It was found that there is significant relationship exist between parental education and academic performance of students at secondary level.

### Conclusion AND Implications

Parental education has a very significant role on academic performance of the child. Favorable and conducive environment in the home can only contribute towards high academic performance of the students. And at the same time, various negative factors, unfavorable climate in the home is responsible for low academic achievement of the students. The findings of the study that high level educational background parents resulted in high academic achievement of students, average level educational background parents resulted in high and average academic achievement of students and low level educational background parents resulted low academic achievement of students. The present study will help the educational administrators and educational planners to know that parental education contribute towards performance of the students as well as there are many negative factors of home environment that leads to low academic achievement of the students. At the same time teachers, students and parents will also be able to know that parent's education has much more influence on academic performance students. Hence in this regard, parents can put effort to improve their education environment and can take up certain remedial measures to make their education more conducive and favorable which will eventually result into better and high academic performance of the students. The study has also implication for government. Government should provide incentives and infrastructure in schools conducive to children belonging to poor socio economic status and low parental education children. Raising the parental education through non formal education may also solve the problem to some extent

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