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# A Comparative Analysis on Increasing Knowledge of Parent's Participation in Secondary Level

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**Abstract – This report analyzes data from the parent and student components of the National Educational Longitudinal Study of 1988 to investigate family educational involvement in secondary education. It examines whether parental involvement influences the educational achievements of high school seniors. By utilizing multiple involvement indicators for the eighth and twelfth grades, the study confirms the importance of considering the multidimensional nature of parental involvement in students' education. The effects of parental involvement on twelfth grade achievement depend on the type of family practices considered.**

**General conclusions based on the present findings support the existence of positive effects of parental involvement on twelfth grade academic achievements. The effects are stronger for course credits and curricular placement than for test scores. High levels of educational expectations, consistent encouragement, and actions that enhance learning opportunities of students are the major ways by which families positively influence the educational achievements of their teens. Regardless of socioeconomic or race/ethnic background, families with high levels of educational expectations have the most positive effects on senior achievements. These effects are present when parental expectations are measured in the middle grades or in high school.**

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## INTRODUCTION

The part of parental association in children's education has turned into a focal issue in educational policy and examination. Energized by concerns of how to enhance student accomplishment and decrease educational inequities, parental contribution and family-school organizations are acknowledged around the best educational techniques. Research discoveries help the presence of a positive relationship between parental association and educational victory, particularly in the primary school years. In any case, current learning with respect to the nature and greatness of the impacts of parental contribution in secondary education is conflicting and restricted in extension (Singh, Bickley, et al., 1995). The vast majority of the existing examination has researched parental inclusion in the primary and middle evaluations. Less is thought about fruitful parental contribution in secondary school. The present venture looks to grow learning of the distinctive parental practices in secondary education, and in addition their consequences for the scholastic accomplishment of secondary school seniors. It utilizes information from the National Educational Longitudinal Study of 1988

and its catch up studies to expand past exploration which tried to distinguish the sorts of association that folks are occupied with throughout the eighth and twelfth evaluations (Catsambis & Garland, 1996).

## BACKGROUND

Conceptualizing Parental Involvement : Despite the critical measure of research that examines parental contribution and its impacts on student accomplishment, the field has not handled clear and predictable outcomes for secondary education. Contrasts in how researchers conceptualize parental association is one of the significant explanations behind conflicting effects. A few researchers consider parental contribution as participation in school exercises; others, as parental aspirations for their children; and others, as inclusion in children's learning exercises at home. Just as of late have researchers distinguished the multi-dimensional character of parental inclusion and have attempted to catch the incomprehensible number of parental exercises with respect to children's education. This study conceptualizes parental inclusion from a perspective that acknowledges family, school, and

group as covering ranges of prominence (Epstein 1987, 1990, 1992). These circles enter into complex interrelationships which characterize six separate sorts of parental contribution: (1) folks' essential commitments for making a positive learning environment at home, (2) guardian school correspondences about school projects and student advance, (3) guardian participation and volunteering at school, (4) guardian and school interchanges as to exercises at home, (5) guardian contribution in school choice making and administration, and (6) guardian coordinated effort with group associations that build students' learning chances (Epstein, 1992).

The importance of the hypothetical perspective of covering ranges of prominence lies not just in the ID of distinctive sorts of parental contribution, additionally in the distinguishment that folks' association in children's education and family-school associations are not static. Rather, contrasts in any of the three covering effective reaches can impact which sorts of inclusion folks are occupied with. Parental inclusion might, hence, fluctuate by variables, for example, students' evaluation level, socioeconomic and race/ethnic foundation, family relationships and encounters, and school approaches (Epstein, 1992).

This perspective focuses to the essentialness of stretching existing information of how family association can influence student advance at distinctive levels of education and of how educational establishments can advertise family hones that expand students' further educational chances. The above structure was created in examinations of parental contribution at the rudimentary and middle school levels. Look into that uses this general conceptualization and the particular typology to examine parental impacts throughout high school is constrained (Lee, 1994).

**Parental Involvement and Its Effects on Student Outcomes :** Research discoveries indicate that parental contribution in children's learning exercises absolutely impacts their levels of accomplishment and inspiration to take in (Epstein, 1992). Numerous studies show that the impacts of parental inclusion upon students' primary education have an effect. Correspondingly, parental impact on a student's scholarly achievement in high school may be a variable that can't be overlooked. The present study expands existing research that has recognized distinctive sorts of parental association in the middle grades.

Information from people in general use records of the National Educational Longitudinal Study of 1988 (Nels:88) are upgrading the investigation of parental inclusion in secondary education. Exploration utilizing these information uncovers that as a part of the middle grades, folks are basically included in the every day supervision of children's lives (Type 1, above) and educational exercises (Type 4, above). These exercises incorporate securing family administrators for

the supervision of students' homework, TV survey, and curfews, and examining vocation aspirations and plans about high school programs. Most folks are attempting to regulate and aide their children throughout the middle grades, however with constrained aid from schools. They are less averse to administer and set decides about exercises that families customarily control, (for example, completing family errands), than about exercises for which they need data, (for example, enhancing report card grades). Folks report a genuine absence of correspondence from schools, and the families themselves contact the schools occasionally. It appears that few middle schools have extensive projects for parental association and few folks volunteer at school (Epstein & Lee, 1995). A few schools, however, encourage higher levels of interchanges with folks than different schools (Sui-Chu & Willms, 1996; Epstein, 1990).

In high school, parental inclusion of Epstein's Type 1 drops as folks extricate their day by day supervision of their adolescents, however folks get to be more worried about the learning chances that high schools give. Parental contribution throughout high school increments for Types 2 and 3 — guardian school interchanges about school projects and student advancement and guardian participation as volunteers at school (Catsambis & Garland, 1997). As children move from the middle grades to the most recent years of high school, folks likewise take shape their educational desires for their children. As students close high school graduation, folks get to be progressively worried about their teenager's further education and about the impacts of high school programs on postsecondary chances (Catsambis & Garland, 1997).

Investigations show that the effects of family practices on students' academic success tend to vary by age and are strongest for elementary school children (Singh et al., 1995). Some researchers report no effects of parental involvement on student standardized test scores in high school (Lee, 1994; Keith, 1991, cited in Singh et al., 1995). However, other researchers conclude that parental involvement remains important for children's success throughout secondary education (Astone & McLanahan, 1991; Fehrmann et al., 1987; Keith et al., 1993; Lee, 1994; Muller, 1993; Singh, Bickley, et al., 1995; Stevenson & Baker, 1987; Sui-Chu & Willms, 1996).

Some negative effects of parental involvement on students' achievement are also reported for a number of parental involvement indicators: parents' close supervision of homework and after school activities (Milne et al., 1986; Muller, 1993), frequent contacts with school or parent-teacher conferences (Ho & Wilms, 1996; Lee, 1994; Muller, 1993), and frequent talks with children (Astone & McLanahan, 1991). Thus, both positive and negative effects are reported by different researchers for parent communications with the student or school, and for parental monitoring of students' behavior. In cases where negative effects

are reported, researchers interpret them as indicating parents' efforts to help children with low academic performance or behavioral problems. In the study by Sui-Chu and Willms (1996), some of the negative effect of frequent communication with schools on eighth grade achievement is mediated by students' problematic behavior and performance. The authors recognize the need to include more detailed measures of behavioral and learning difficulties in order to fully account for this negative effect.

## DATA AND METHODS

The data utilized as a part of this study are inferred from a significant longitudinal board study supported by the National Center of Education Statistics. The National Educational Longitudinal Study (NELS:88) was led to investigate student advance from the eighth evaluation through high school, college, and the work energy.

The Base-Year NELS:88 survey is dependent upon an agent sample of the countries' eighth graders in 1988 and comprises of student, parent, instructor, and school chairman surveys. The First Follow-up Survey led two years after the fact (in 1990) incorporated students, teachers, and school executives, however folks were not surveyed. In the Second Follow-up, led two years after the fact (in 1992), every one of the four gatherings were re-talked with. This report investigates data from the Base-Year and the Second Follow-up Surveys of folks and students. The sample comprises of more than 15,000 folks who were accompanied from 1988 to 1992. The vast size of the sample and its longitudinal configuration make NELS:88 a rich and imperative data set that could be utilized to address numerous inquiries concerning national examples of parental contribution and its belongings from the middle grades to high school and past.

Dissections for this study use data from the subsample of 13,580 folks whose children stayed in school through the twelfth evaluation. Folks whose children dropped out of school are not incorporated in this study.

## VARIABLES :

**Independent Variables - Parental Involvement.** Every NELS guardian questionnaire incorporates an incredible number of inquiries that might be recognized as markers of parental inclusion, a considerable lot of which are extraordinary to the eighth and twelfth grades. This study utilizes parental association records that were developed by Catsambis and Garland (1997). With the end goal of record development, variable examinations were directed independently for the Base Year and Second Follow-Up Survey data. The breakdowns yield what added up to twelve contribution records for the eighth evaluation and

fifteen files for the twelfth grade.<sup>2</sup> These lists speak to the six sorts of parental inclusion distinguished by Epstein (1992, 1995).

**Social Background.** The pointers of social foundation incorporate a socioeconomic status composite of folks' education, occupation, and income, and a determination of family belonging, built by NCES (Ingels et al., 1989); and race/ethnicity.

**Family Characteristics.** Differentiate variables were made for the eighth and twelfth grades. For each one evaluation, they incorporate family size, living in a two-guardian home, and two pointers of parental work status. For students in two-guardian homes a variable was built to show if both folks work or not (two-income gang). For students in single-guardian homes, a marker of if the guardian is utilized or not.

**Student Characteristics.** Two indistinguishable sets of variables for the eighth and twelfth grades were made from the student surveys: English as a local dialect or not; a composite of absence of school engagement showing if the student comes to school without pencils and books and without homework; a composite of non-appearance demonstrating recurrence of skipping school, playing hookey, and impending late to school.

**Dependent Variables -** An arrangement of twelfth evaluation educational results are utilized as dependent variables: state sanctioned test scores in math, science, and perusing; aggregate high school credits finished in English, arithmetic and science; and enlistment in a scholastic high school educational module. The test scores are some piece of the test battery which was produced by ETS and was directed to all students going to school. High school credits finished are inferred from student transcript data and are accessible in the public utilization data index.

## CONCLUSIONS

Various search findings help the presence of a positive relationship between parental participation and educational victory. Be that as it may, most existing exploration researches parental participation in the primary grades, leaving family inclusion in secondary education generally unexplored. Current learning with respect to the impact of family association in secondary education is conflicting and rather restricted in degree (Singh, Bickley, et al., 1995). Case in point, researchers report both positive and negative consequences for accomplishment for practices, for example, parent/student interchanges and parental overseeing of students' conduct. Look into on parental participation throughout high school has generally kept tabs on test scores, leaving

conceivable impacts on other educational conclusions moderately unexplored.

The present study tries to clear up and grow existing learning of parental participation in secondary education, particularly in high school, and to determination a percentage of the inconsistencies reported in the written works. The National Educational Longitudinal Study of 1988 (Nels:88) is especially suited for this sort of examination, not just in light of the fact that it is broadly illustrative and longitudinal in degree, additionally since it incorporates surveys from both students and their guardians. This study utilizes data from a subsample of the Nels:88 base year and catch up surveys comprising of all folks whose students stayed in school work the senior year in high school. The study utilizes twelve pointers of family practices in the eighth evaluation and fifteen markers in the twelfth evaluation. These pointers are drawn from the guardian surveys and speak to the general typology of parental contribution distinguished by Epstein (1992): (1) folks' fundamental commitments for securing a positive nature's domain, (2) guardian school interchanges about school projects and student advance, (3) guardian participation and volunteering at school, (4) guardian endeavors to upgrade learning exercises at home, (5) guardian association in school choice making, and (6) guardian neighborhood contacts that build students' learning chances.

Some acceptable examples rise up out of the examinations of the eighth and twelfth evaluation parental association. The Nels:88 catch up surveys demonstrate that most folks in the U.S. endeavor to impact their adolescents' educational accomplishments through the most recent year of high school. While some of their family practices are equipped to screen and right risky practices, different practices are connected with positive educational results. High educational desires, steady consolation and activities that improve learning chances of students and, to a lesser degree, help by the school and different folks are the real courses through which families consistently and emphatically impact the educational accomplishments of their high scholars. Families with high levels of contribution in such rehearses, if measured in the middle grades or in high school, have the best impacts on different pointers of senior accomplishments. The positive impacts are lessened however keep on existing in the wake of regulating for students' social foundation, family setup and educational qualities. The effects affirm that upholding high levels of parental inclusion in students' education from the middle grades to the most recent year of high school does "have an effect." School endeavors to energize managed parental contribution through the twelfth evaluation might along these lines be a productive street for enhancing students' educational triumph.

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