

Parental Involvement among Higher Secondary Students in Aizawl City

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Abstract

This study examined the level and patterns of parental involvement among higher secondary school students in Aizawl City and its variation across selected socio-demographic variables. A sample of 330 higher secondary students was collected from government, private and aided schools using a descriptive survey design and the standardized Parental Involvement Scale (PIS). Stratified random sampling ensured equal representation across school management types, and data were analyzed using descriptive statistics, independent samples t-tests and one-way ANOVA to examine differences by gender and school type. Results showed that nearly half of the students (49.69%) experienced low to very low parental involvement, with only about one-third reporting high or very high involvement, indicating a generally inadequate level of parental engagement in their academic and personal lives. A significant gender difference emerged, with female students reporting higher parental involvement than male students, while no significant differences were found in parental involvement across school management type. The study concludes that parental involvement in Aizawl City is generally low and recommends community-based awareness programs, inclusive school–family collaboration mechanisms and parent training workshops to enhance meaningful parental engagement.

Keywords: Parental Involvement, Higher Secondary Students, Aizawl City

Introduction

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher (Epstein, 1996; Grolnick & Slowiaczek, 1994; Kohl, Lengua, & McMahon, 2000). Research has consistently shown that active engagement by parents correlates with higher academic achievement, improved behavior, and better emotional well-being among students (Wilder, 2014; Epstein, 1995). Researchers have emphasized that parental involvement is multidimensional, with both behavioural and attitudinal components exerting distinct effects on student outcomes (Topor, Keane, Shelton, & Calkins, 2010). Parents' positive attitudes toward education and school have been linked to higher academic performance, suggesting that the evaluative and motivational climate created at home may be more influential than mere frequency of school-related activities (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003; Eccles & Harold, 1996). Overall, contemporary syntheses affirm that the quality of parental expectations, communication and support is a stronger predictor of students' academic and socio-emotional adjustment than simple quantitative indicators of involvement such as the number of school visits or homework checks (Wilder, 2014; Epstein, 1995).

Rationale of the study

Parental involvement varies significantly across different cultural and socioeconomic contexts. By investigating these variations, researchers can identify effective strategies tailored to specific communities, enhancing the support systems around students (Careemdeen, 2024). The adolescent years are pivotal for students, often marked by significant transitions and challenges. Research indicates that parental neglect during this period can lead to negative outcomes, including decreased academic performance and increased behavioral issues (Reay, 1998). This negligence of parents is also disconcerting and damaging especially in adolescent girls and boys as it is the most important turning point of their life and requires utmost care and attention. Thus, a study on parental involvement becomes crucial to shed light on the current status of secondary school students in Aizawl city. Additionally, it is anticipated that the results of this study will not only contribute to the generation of new knowledge but also serve as foundational information for the advancement and progress of student's growth and development.

Review of related literature

The reviews of related literature for the present study are –

Mante (2015) conducted a case study on the effects of parental involvement on the academic performance of Basic Six pupils at Adukrom Methodist Primary School. Using a sample of 26 students, the study compared class average scores before and after a parental involvement intervention and found that approximately 69.23% of pupils show improvement following enhanced parental participation. Although 26.9% of students experienced a decline despite higher involvement, about 69% reported that their parents' participation motivated them to work harder academically.

Toor (2021) studied parent–child relationship and academic achievement among secondary school students and found that girls reported a stronger parent–child relationship than boys, alongside better academic outcomes. The study indicated that gender moderated both the quality of relational climate at home and perceived parental educational involvement, reinforcing evidence that daughters may experience more emotionally supportive engagement.

Varshne and Joshi (2015) investigated parental involvement towards school education among boys and girls (Classes 4-5) in Agra using a standardized Parent Involvement Scale and reported that parents were more supportive of boys both at school (80%) and at home (86%) than girls (66% at school and 78% at home). The authors concluded that parental behaviour tended to favour sons in terms of educational support, suggesting a gender bias that may influence achievement trajectories.

Raphael (2018) analyzed differences in parental educational involvement among adolescents from government, aided and private schools in Kerala and found that parents of private school students showed significantly higher involvement than those of aided and government school students. The study emphasized the need for school-wise parental involvement policies, arguing that institutional context can shape both opportunities and expectations for parent participation.

Soomro and Malik (2022) compared parental involvement and academic self-concept among government and private secondary school students and reported a positive relationship between parental involvement and academic self-concept, with higher levels of involvement observed among parents of private school children. The authors suggested that enhanced parental engagement in private schools may contribute to stronger self-beliefs and better learning outcomes, underscoring school-type disparities in home–school partnerships.

Objectives of the study

The objectives of the present study are –

The objectives of the study include the following:

1. To study the level of parental involvement among higher secondary students in Aizawl city.
2. To compare the level of parental involvement between male and female higher secondary students in Aizawl city.
3. To compare the level of parental involvement between government, private and aided higher secondary students in Aizawl city.

Hypotheses of the study

The hypotheses of the study are as follows:

1. There is no significant difference in the level of parental involvement between male and female higher secondary students in Aizawl city.
2. There is no significant difference in the level of parental involvement between government, private and aided higher secondary students in Aizawl city.

Methodology and procedure

Method of the study: The present study employed a Descriptive Survey Research Method.

Population: The population of the present study comprises of higher secondary school students enrolled in Class 11 and 12 across government, private, and aided schools in Aizawl City, based on enrollment records from the DEO, Aizawl as of November 2024.

Sample: A total of 330 higher secondary students were selected using a stratified random sampling technique.

Tools used: The investigator used the “Parental Involvement Scale” (PIS), a standardized instrument developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora (2009).

Procedure for data analysis: The investigator visits a total of twelve schools and collects necessary data through questionnaires. For analyzing the data, statistical tools such as Percentage, Mean, Standard Deviation, T-test and ANOVA were employed.

Analysis and Interpretation of the study

Objective 1: To study the level of parental involvement among higher secondary students in Aizawl city.

To assess the level of parental involvement among higher secondary school students in Aizawl city, descriptive statistical tools such as frequency and percentage were employed. The collected data were categorized into five levels; Very Low, Low, Average, High, and Very High based on raw score ranges. The findings related to Objective 1 are presented in table 1.

Table 1: The Parental Involvement Levels in higher secondary students of Aizawl City

Sl.No	Raw	Levels	No. of Students	Percentage
	Scores			
1	25 - 75	Very Low	44	13.33%
2	76 - 84	Low	120	36.36%
3	85 - 88	Average	54	16.36%

4	89 - 95	High	76	23.03%
5	96 - 125	Very High	36	10.91%

Table 1 presents the percentage distribution of overall parental involvement among higher secondary students. According to the data, out of a total of 330 students surveyed, 36 students (10.91%) reported a Very High level of parental involvement, 76 students (23.03%) were categorized as having High involvement, 54 students (16.36%) were at an Average level, 120 students (36.36%) showed Low involvement, and 44 students (13.33%) experienced Very Low parental involvement.

Objective 2: To compare the level of parental involvement between male and female higher secondary students in Aizawl city.

Independent samples t-test was employed to compare the level of parental involvement based on the gender of higher secondary students. This method was utilized to assess both the significance and nature of differences between groups. Table 2 presents the differences in parental involvement levels between male and female students.

Null Hypothesis: There is no significant difference in the level of parental involvement between male and female higher secondary students.

Table 2: Result of Independent Samples t-test comparing the level of parental involvement between male and female higher secondary students

Gender	N	M	SD	DF	Critical value	t-Value	Inference
Male	173	83.45	9.61	328	0.05/1.97	3.16	Significant
Female	157	86.49	8.10		0.01/2.59		Significant

The result of the Independent samples t-test in Table 2 revealed a statistically significant difference, with female students (M = 86.49, SD = 8.10) reporting higher levels of parental involvement compared to male students (M = 83.45, SD = 9.61). The calculated t-value of 3.16 exceeded the critical t-values at both the 0.05 level (1.97) and the 0.01 level (2.59), confirming that the difference is significant.

Therefore, the null hypothesis stating that “There is no significant difference in the level of parental involvement between male and female higher secondary students” is rejected. These findings indicate that gender is a significant factor, with female students experiencing greater parental involvement than male students.

Objective 3: To compare the level of parental involvement between government, private and aided higher secondary students in Aizawl city.

One-way analysis of variance (ANOVA) was employed to compare the level of parental involvement among higher secondary students across the various types of school management. This method was utilized to assess both the significance and nature of differences between groups and within groups. Table 3 presents the result of One-way Analysis of Variance comparing the level of parental involvement based on the type of school management.

Null Hypothesis: There is no significant difference in the level of parental involvement between government, private and aided schools in Aizawl city.

Table 3: Result of One-way Analysis of Variance comparing the level of parental involvement among Private, Government and Aided higher secondary students.

Variance	SS	DF	MS	f ratio	Critical Value	Inference
Between Groups	1.2	2	0.6	0.007	0.05/3.03	Not Significant
Within Groups	26874.5	327	82.18		0.01/4.68	

The result of the one-way ANOVA in Table 3 revealed no significant difference in the mean scores across the three types of school management; Government, Private, and Aided. The between-group variance was minimal (SS = 1.2, MS = 0.6) compared to the within-group variance (SS = 26,874.5, MS = 82.18), indicating that the observed differences in group means were likely due to random variation rather than a true effect of school management type. Since the F-ratio (0.007) is well below the critical value at both the 0.05 level (3.03) and the 0.01 level (4.68), the result was not statistically significant. Therefore, the null hypothesis, “There is no significant difference in the level of parental involvement among Private, Government, and Aided Higher Secondary Schools,” was supported by the data and thus accepted. This suggests that parental involvement levels do not significantly differ based on the type of school management.

Major findings

The major findings of the study are listed below –

The findings revealed that the largest proportion of students, 36.36% fall under the Low parental involvement category. This suggests that a significant portion of students are receiving minimal parental support in their academic or personal development. Additionally, another 13.33% of students reported Very Low parental involvement, indicating that nearly half (49.69%) of the total sample experiences below-average parental engagement. Overall, the findings suggest that while there is a positive minority of highly involved parents, the majority of students fall into the low to very low involvement categories. In terms of gender, female students receive greater parental involvement than male students. Specifically, 38.22% of girls fall into the “High” and “Very High” involvement categories compared to 30.06% of boys. This indicates that boys are more likely to experience minimal parental support, while girls benefit from more active engagement in both academic and personal development.

With regards to type of school management, the results showed no differences in the level of parental involvement among higher secondary students enrolled in private, government and aided schools.

Discussions

The findings indicate that parental involvement among higher secondary students in Aizawl city is generally inadequate, with nearly half of the respondents reporting Low or Very Low levels of engagement. This pattern is concerning given the well-established link between parental involvement and students’ academic achievement, motivation and emotional well-being. The relatively small proportion of students reporting High or Very High involvement further implies that intensive, consistent parental engagement is limited to a minority of families.

The significant gender difference, with female students experiencing higher parental involvement than male students, may reflect culturally embedded expectations that position girls as needing closer supervision and emotional monitoring, particularly during adolescence. This gendered pattern of parental engagement could contribute to differences in academic motivation and behavioural outcomes, and points to the need for awareness programmes that encourage parents to provide balanced support to both sons and daughters.

The absence of significant differences in parental involvement across government, private and aided schools suggests that school management type does not play a decisive role in shaping how parents engage with their children's education in Aizawl city.

Conclusion

The study establishes the results of parental involvement among higher secondary students in Aizawl city. It concludes that parental involvement among higher secondary students in Aizawl city is generally low, with nearly half of the respondents reporting either Low or Very Low levels of engagement from their parents. Gender emerged as a significant factor, with female students perceiving greater parental involvement than male students, indicating that parental support is not evenly distributed and may be influenced by cultural expectations and differential monitoring of sons and daughters. In contrast, the type of school management; government, private or aided did not significantly affect parental involvement, suggesting that home and community factors outweigh institutional differences in shaping how parents participate in their children's education.

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