



IMPACT OF PARENTAL INVOLVEMENT ON ACADEMIC PERFORMANCE OF STUDENTS: A COMPARATIVE STUDY OF PRIVATE AND GOVERNMENT SCHOOLS IN MOKOKCHUNG DISTRICT

Dr.Temsurenla

Assistant Professor,Mokokchung College of Teacher Education,Affiliated to Nagaland University,Mokokchung,Nagaland

Abstract

Parental involvement is widely recognized as a crucial factor influencing students' academic achievement, attitudes toward learning, and overall development. The present study examined the impact of parental involvement on the academic performance of students in private and government schools in Mokokchung District, Nagaland. Using a descriptive survey design, the study compared parental involvement at home, in school, and through Parent-Teacher Association (PTA) activities. A sample of 100 parents, selected through stratified random sampling, was studied using a standardized Parent Involvement Scale developed by Dr. Rita Chopra and Dr. Surabaya Sahoo. The findings revealed that parents of private school students were more involved than parents of government school students across all three dimensions of involvement. However, no significant difference was found between male and female parents within either school category. The study suggests that parental involvement is shaped by factors such as educational background, socioeconomic status, school communication, and the transparency of institutional practices. The findings underscore the need to strengthen home-school collaboration in order to improve students' academic engagement and educational outcomes.

Keywords: Academic Performance, Parental Involvement, Private Schools, Government Schools, PTA

Introduction

Parental involvement is an important component of a child's educational experience. The home is the child's first learning environment, where parents introduce values, habits, discipline, and the importance of education. As children grow, the role of parents remains significant in supporting school learning, monitoring academic progress, and encouraging participation in co-curricular activities. Research has consistently shown that children whose parents are actively involved in their education tend to perform better academically, develop positive attitudes toward learning, and exhibit improved behaviour.

In the Indian context, and particularly in areas where private and government schools differ in structure, resources, and expectations, parental involvement becomes an important area of study. Private schools often promote stronger parent-school interaction, while government schools may face challenges related to communication, socioeconomic constraints, and lower parental awareness. This study therefore examines the extent of parental involvement in private and government schools in Mokokchung District and its relationship with students' academic performance.

Rationale of the Study

Education equips individuals with the skills, knowledge, and understanding needed to fulfil their responsibilities in society. A child's education begins at home, where parents spend the most time with their children and transmit cultural values, moral habits, and social traditions. Parental involvement is therefore essential in helping children develop physically, intellectually, socially, mentally, and emotionally. Parents should actively participate in their children's school life and remain aware of their progress rather than leaving all responsibility to teachers.

Children often need guidance in completing assignments, homework, and project work. Parents have a responsibility to make learning meaningful and enjoyable. Through proper support, they can help children manage time effectively and maintain a healthy balance between study and recreation. School activities also create opportunities to bring parents and students together. Through school functions, contests, and sports, parents gain insight into their children's progress and peer relationships. Children who receive adequate parental support often perform better not only in academics but also in non-academic areas, and they are more likely to become emotionally stable and socially adjusted.



Although parents usually pay close attention to their children's academic life during the early years, many gradually reduce their involvement as children grow older. This is a concern because children continue to experience major physical, mental, and emotional changes during adolescence. Previous research has addressed parental involvement in Nagaland, but there appears to be limited work focusing specifically on Mokokchung District. This study was therefore undertaken to fill that gap and to examine parental involvement in the academic life of school-going children in the district.

Statement of the Problem

The problem of the study was stated as: **Impact of Parental Involvement on Children's Academic Performance: A Comparative Study of Private and Government Schools in Mokokchung District.**

Research Questions

The study was guided by the following questions:

1. What is the level of parental involvement in children's academic life in private and government schools?
2. What is the level of parental involvement in children's academic life at home in private and government schools?
3. What is the level of parental involvement in children's academic life through Parent-Teacher Association (PTA) activities in private and government schools?

Operational Terms

Parental involvement refers to the participation of parents in their children's education both at home and in school.

Academic life refers in this study to school-based and home-based activities related to studying, learning, and reasoning.

Government school refers to a school run and funded by the government.

Private school refers to a school owned and managed without financial assistance from the government.

Objectives of the Study

The study aimed:

1. To compare the involvement of male and female parents of private and government schools in Mokokchung District with respect to their children's academic performance.
2. To compare parental involvement through PTA activities in private and government schools in Mokokchung District.
3. To compare parental involvement at home in private and government schools in Mokokchung District.
4. To compare parental involvement in school-related academic life in private and government schools in Mokokchung District.

Hypotheses

The following null hypotheses were formulated:

1. There will be no significant difference between male and female parents of private and government schools in Mokokchung District with respect to parental involvement in children's academic life at home, in school, and through PTA activities.



2. There will be no significant difference between government and private schools in Mokokchung District with respect to parental involvement in children's academic life at home, in school, and through PTA activities.

Limitation of the Study

The study was limited to parental involvement in the academic performance of children enrolled in private and government schools in Mokokchung District.

Methodology

The study adopted a descriptive survey method to examine the problem. The population comprised all parents of students enrolled in private and government schools in Mokokchung District. A sample of 100 parents, consisting of 50 male and 50 female parents, was selected using stratified random sampling.

The tool used was the standardized **Parent Involvement Scale** developed by Dr. Rita Chopra and Dr. Surabaya Sahoo. The scale measures parental involvement through school involvement, home involvement, and PTA involvement. It contains 34 items, each with three response options: frequently, occasionally, and never. Scores are assigned as 3, 2, and 1 respectively, giving a possible score range from 34 to 102. Higher scores indicate greater parental involvement. The test-retest reliability of the scale is reported to be 0.93.

Findings

The major findings of the study are summarized below:

1. A significant difference was found between parents of private and government schools in overall involvement, with mean scores of 65.2 and 61.2 respectively.
2. Parental involvement in school-related academic life was higher among private school parents, with a mean of 22.5 compared to 21.5 among government school parents. This difference was significant.
3. Parental involvement in academic life at home was also higher among private school parents, with a mean score of 27.6 compared to 25.1 among government school parents.
4. Parental involvement through PTA activities was higher among private school parents, with a mean score of 15.5 compared to 14.4 among government school parents.
5. There was no significant difference between male and female parents of private schools in overall involvement, with mean scores of 65.2 and 65.4 respectively.
6. There was no significant difference between male and female parents of private schools regarding involvement at home, with mean scores of 22.6 and 22.5 respectively.
7. There was no significant difference between male and female parents of private schools regarding school involvement, with mean scores of 27.9 and 27.3 respectively.
8. There was no significant difference between male and female parents of private schools regarding PTA involvement, with mean scores of 15.7 and 15.3 respectively.
9. In government schools, there was only a slight difference between male and female parents in overall involvement, with mean scores of 60.6 and 61.9 respectively. The difference was not significant.
10. In government schools, male and female parents did not differ significantly in involvement at home, with mean scores of 21.4 and 21.6 respectively.
11. In government schools, male and female parents did not differ significantly in school involvement, with mean scores of 25.1 and 25.2 respectively.



12. In government schools, female parents showed slightly higher PTA involvement than male parents, with mean scores of 15.8 and 13.1 respectively.

Discussion

The findings of the present study indicate that parental involvement plays a meaningful role in students' academic life and differs significantly between private and government schools in Mokokchung District. Parents of private school students showed greater involvement in home-based support, school-related activities, and PTA participation than parents of government school students. This pattern suggests that school type is associated not only with institutional practices but also with the degree to which families engage in their children's education. Such involvement is important because it creates a supportive learning environment, reinforces school expectations, and strengthens the child's motivation to learn.

A possible explanation for the higher involvement among private school parents is that private institutions often maintain closer communication with families and expect more regular participation from parents. In such settings, parents may receive more updates about attendance, homework, behaviour, and academic progress, which can encourage greater engagement. By contrast, government schools may face challenges related to parental literacy, economic pressure, rural livelihood patterns, and limited interaction between teachers and parents. These factors may reduce the frequency and depth of parental participation, even when parents are willing to support their children's education.

The findings also suggest that involvement at home is a critical dimension of academic support. When parents assist with homework, monitor study routines, and encourage discipline, children are more likely to develop consistent learning habits. Home support becomes especially valuable in contexts where children may not receive sufficient academic supervision outside school. The present study therefore reinforces the view that academic achievement is shaped not only by classroom instruction but also by the quality of support available at home.

PTA involvement showed the lowest mean scores compared to home and school involvement, yet the difference between private and government schools remained significant. This implies that formal parent-school collaboration is still developing and may require deliberate institutional support. PTAs can serve as an important bridge between parents and teachers, helping both sides address student needs more effectively. When PTA participation is low, opportunities for shared decision-making, communication, and accountability are also reduced.

Another important finding is that there was no significant difference between male and female parents in either private or government schools. This result suggests that parental involvement is shaped more by access, awareness, and school expectations than by gender alone. In practical terms, both mothers and fathers can contribute equally to children's learning when they are given the opportunity and encouragement to do so. This is a positive sign for family-based educational support, as it indicates that the responsibility for children's academic progress can be shared within the household.

Overall, the results are consistent with earlier research showing that parental involvement is positively associated with student achievement and school success. Studies by Henderson and Mapp and by Jeynes emphasize that children benefit when families create a learning-oriented home environment and remain connected to the school process. The present study adds local evidence from Mokokchung District and shows that the quality of parent-school engagement continues to matter across different school systems.

Conclusion

The study concluded that parents of private school students are more involved in the academic life of their children than parents of government school students in Mokokchung District. This was evident in the areas of home support, school participation, and PTA involvement. At the same time, there was no major difference between male and female parents in either school category.



Cover Page



The findings suggest that differences in parental involvement may arise from factors such as educational background, economic status, awareness of educational importance, and the quality of communication between schools and parents. The study highlights the need for schools, especially government schools, to build stronger partnerships with families and make deliberate efforts to engage parents in their children's learning. Such collaboration can improve students' academic achievement, self-esteem, motivation, and overall development.

References

1. Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
2. Jeyne, W. H. (2011). *Parental involvement and academic success*. Routledge.
3. Namra Munir, Rashid Minas Wattoo, Muhammad Latif (2021) *A perception of secondary school teachers about parental involvement: A comparative study*. Bulletin of Business (BBE),2021 Vol.10(3) pp.110-117
4. Manoj Mathew, P., Mishra, N., George, A., Sharma, J., Senthil Kumar, A. P., Bade, A. M., & Ibrahim, M. A. A. (2022). Do government and private school students have same learning levels and parental involvement? Indications from rural Rajasthan, India. *Journal of Positive School Psychology*, 6(6), 5829–5836.
5. Chopra, R., & Sahoo, S. (n.d.). *Parent involvement scale*.