

Parental Involvement of 12th Class Students with respect to their Gender and Types of Management of School in Sivasagar District Assam

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Abstract: Parental involvement refers to a situation in which parents are involved in their children's education and fulfill their responsibilities as parents by assisting the learner as much as possible in the learning process, decision-making, inside and outside impact, and selecting a better career. Adolescence is the period when students require the most assistance and cooperation from their parents. After completing the 12th standard, tentative choices of the adolescents' step on the first ring of the higher educational ladder. In modern society, when the excess of occupations confuse the young minds craving for better educational guidance. Therefore, the present study is conducted to study parental involvement as perceived by the 12th class students in Sivasagar district of Assam. The researcher carried out the study on a sample of 100 students from a set group in Sivasagar District. The standardized tool 'Parental Involvement Scale' (PIS-CA, 2022) was developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora was used for the study. Mean, SD, t test has been employed to analyze the collected data. The findings of the study revealed that there is a significant difference in parental involvement as perceived by 12th class students of Sivasagar District with respect to their gender and types of management of school.

Keywords: Parental Involvement, Gender, Types of Management, Sivasagar, Assam

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I. Introduction

Education is largely acknowledged as a significant predictor of prospects, economic stability, and overall well-being of an individual. The pursuit of academic excellence is a cornerstone of both personal and societal advancement. Parents can have a significant impact on their children's general learning and education, both at home and at school. Parents play an important role in their children's education by ensuring a secure and healthy environment, giving suitable learning experiences, support, and a positive attitude towards school.

Parental involvement, as generally refers to a variety of behaviors, practices, and attitudes that parents adopt to support their children's educational journeys, career choices and overall development. Direct academic assistance is one of the most well-known forms of parental involvement, such as supporting children with homework, participating in reading activities together, or discussing school subjects and possible career choices with their children. (Holloway et al. (2008) defined parent involvement as an initiation of home-based behaviours like monitoring homework and school-based activities such as participating in school events and corresponding with teachers. Studies reported a significant positive relationship between parental involvement and scholastic achievements of students (Bahnniman Boruah, 2022; Yapi Messar, et al. 2023; Niharika Sharma, 2025). Epstein the great educationist and researcher has identified a framework which containing six important factors with

regards to parental involvement. This framework is based on findings from many studies of what factors are most effective with regards comes to children's education. Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

II. Review of Related Literature

Doley, Rajlakhi (2021) studied on Parental Involvement and Academic Achievement of Secondary School Students of Assam. The objective of the study was to study parental involvement in the education of secondary school students. The findings of the study revealed that around 13% of pupils have low average parental involvement, where as 87% have a high average parental involvement rating scale score. The study also reported that there was negative correlation in between parental involvement and academic achievement of secondary school students of Assam.

Gogoi and Rajkhua (2021) studied on Perceived Parental Involvement of Secondary School Students of Sivasagar District. The objective was to compare the Parental Involvement as perceived by the secondary school students of Sivasagar district in relation to their Gender, viz. male and female and rural and urban. It was found that there is a significant difference between male and female and rural and urban secondary school students of Sivasagar district of Assam with respect to their parental involvement.

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Boruah, Bahniman (2022) conducted a study on The Impact of Parent Involvement and Education Level on Secondary School Student's Academic Achievement in District Sivasagar, Assam. The study was aimed at finding out the impact of parent's involvement and education level on secondary school student's academic achievement. The result revealed that the majority of the secondary school student's parents were highly involved in their child's academics. It was also revealed that there is a significant positive relationship between parental involvement, education level, and secondary school student's academic achievement.

Yapi Messar, et al (2023) studied on Parental Involvement in Academic Achievement of Secondary School Students at Deomali, Tirap District of Arunachal Pradesh. The purpose of the study was to analyze the relationship of academic achievement with parental involvement. The study revealed that the parental involvement plays an important role in academic achievement of students.

Sharma, Niharika (2025) studied on Parental Involvement and Learning Outcomes in Rural Government Schools: A Field-Based Sociological Study. The findings revealed that there is strong connection between parental involvement and students' academic performance in rural primary schools. Students whose parents supported their studies at home were more confident, attentive, and capable of understanding concepts faster than those without such support.

Nisha, N., & Verma, S. (2025) studied on Parental Involvement and Academic Success: A Comparative Study across Low, Middle, and High-Income Families in India. The objective of the study was to examine how the impact and nature of parental involvement on academic achievement of student vary across different socioeconomic groups (Low, Middle, and High-Income Families in India), and to explore how socio-economic status shapes parents' ability to engage in their children's education. The findings revealed that a significant majority of parents (over 82%) regularly helped with homework, and over 86% frequently discussed school activities. Over 96% provided a quiet study environment and necessary resources, while nearly 93% encouraged learning beyond school material. These high rates underscore a strong commitment to fostering academic success within the home.

III. Significance Of The Study

It is well acknowledged that if students are to achieve their maximum potential in school, they will require the full support of their parents. Adolescence is the period when students require the most assistance and cooperation from their parents. After completing the 12th standard, tentative choices of the adolescents' step on the first ring of the higher educational ladder. In the modern

era, when the excess of occupations confuses the young minds, the need for educational guidance is keenly felt. Children's future success is fully dependent on several factors, including academic performance, aspirations for higher studies and a career, and parental support and assistance. The significance of the present study is that it will create awareness among parents about how their involvement motivates the children in their academic performance, aspirations for higher education, and career choice.

IV. Statement of the Problem

The present study is entitled as "Parental Involvement of 12th Class Students with respect to their Gender and Types of Management of School in Sivasagar District Assam."

V. Objectives of the Study

The objectives of the study are –

- I. To study the level of parental involvement of 12th class students in Sivasagar district Assam.
- II. To find out significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to gender (male and female).
- III. To find out significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to Types of Management of School (govt. and private).

VI. Hypotheses of the Study

The hypotheses of the study are-

- I. There is no significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to gender.
- II. There is no significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to Types of Management of School.

VII. Delimitations

The delimitations of the study were-

- The study was delimited to both govt. & private secondary schools recognized by Assam State Secondary Education Board.
- The result of the study will be applicable for Sivasagar district only.

VIII. Methodology and Procedure

Method Used: The present study employed the descriptive survey method.

Population: The population of the present study comprises the 12th class students from secondary school of Sivasagar district Assam.

Sample: The investigator followed stratified random sampling technique for selecting 100 samples (male 50 and female 50) of 12th class students from secondary

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school. The samples were selected through giving weightage on gender (male & female) and types of management of school (govt. & private).

Tools Used

The investigator used personnel data sheet developed by herself and Parental Involvement Scale (PIS-CA, 2022) which was developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora to measure the parental involvement in children's lives, at school, coaching them, spend time together, doing activities together, listening to and talking with them, reading together, teach them/guide them, guiding through important decisions, developing their unique talents and abilities. The split half method of reliability was applied and the reliability coefficient was found 0.92.

Procedure of Data Collection: For the present study data were collected by the investigator. Each participant provided informed consent with strict assurance of anonymity. Prior to administering the research instrument, the investigator provided a comprehensive explanation regarding the study's objectives and the preferred method of response. Furthermore, participants were guaranteed that all data collected would be treated with utmost confidentiality and solely utilized for research endeavors.

Statistical Techniques: As per the objectives of the study, researcher employed descriptive statistics like mean and S.D. for description of the level of Parental Involvement of the sample. And for comparing this level of Parental Involvement of the sample the researcher used t-test.

IX. Result and Discussion

Objective I: To study the level of parental involvement of 12th class students in Sivasagar district Assam.

Table 1: Level of Parental involvement of 12th class students

SN	Level of Parental Involvement	Raw Scores	No. of Students	% of Students
1	Very High	96-125	44	44%
2	High	89-95	27	27%
3	Average	85-88	14	14%
4	Low	76-84	13	13%
5	Very Low	25-75	00	00
	Total Sample		100	100%

The above data is graphically represented in Fig 1. Table 1 & Figure 1 Indicates that out of 100 sample 44% students have very high level of parental involvement, 27% students have high level of parental involvement, 14% students have average level of parental involvement and 13% students have low level of parental involvement. There are no respondents who have low level of parental involvement.

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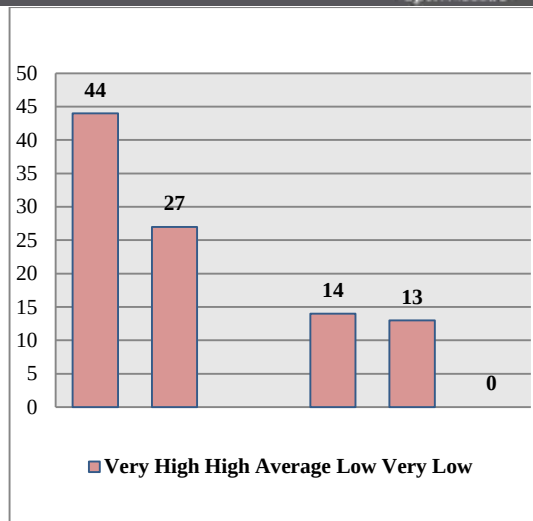


Figure 1: Level of Parental Involvement of 12th Class Students

Therefore, it may be interpreted that majority of the 12th class students of Sivasagar district have high level of parental involvement which is consonance with the result of Boruah, Bahniman (2022).

Objective II: To find out significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to gender (male and female).

Hypothesis Testing I: There is no significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to gender.

Table II: Mean, S.D and t- values of Parental Involvement based on Gender (Male and Female)

Gender	N	Mean	SD	T value	Table value	Level of Significance (0.05 level)
Male	50	91.42	9.38	3.26	1.98	Significant
Female	50	97.32	8.67			

The table II shows that the mean for male and female 12th class student's parental involvement is 91.42 and 97.32 respectively. The SD is 9.38 and 8.67 for male and female 12th class students respectively. It is seen that 't' value of parental involvement for male and female 12th class students is 3.26 at df 98 which is greater than table value 1.98 and significant at .05 level of significance. Thus, the null hypothesis, viz. 'There is no significant difference in parental involvement of 12th class students of Sivasagar district Assam in relation to gender' is rejected. It is therefore, concluded that there is significant difference between male and female 12th class students with respect to their parental involvement.

This finding is consonance with the findings of Laura and Mahia (2019), Gogoi and Rajkhua (2021) which stated that there was significant difference between male and

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female secondary school students with respect to their parental involvement.

Objective III: To find out significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to Types of Management of School (govt. and private).

Hypothesis Testing II: There is no significant difference in parental involvement of 12th class students of Sivasagar district Assam with respect to Types of Management of School.

Table III: Mean, S.D and t- values of Parental Involvement based on Types of Management of School (govt. and private)

Types of Mgmt. of School	N	Mean	SD	T value	Table value	Level of Significance (0.05 level)
Govt.	50	92.22	8.12	2.32	1.98	Significant
Private	50	96.52	10.28			

The table III shows that the mean for govt. and private 12th class students' parental involvement is 92.22 and 96.52 respectively. The SD is 8.12 and 10.28 for govt. and private 12th class students respectively. It is seen that 't' value of parental involvement for govt. and private 12th class students is 2.32 at df 98 which is greater than table value 1.98 and significant at 0.05 level of significance. Thus, the null hypothesis, viz. 'There is no significant difference in parental involvement of 12th class students of Sivasagar district Assam in relation to Types of Management of School' is rejected. It is therefore, concluded that there is significant difference between govt. and private 12th class students with respect to their parental involvement.

X. Findings of the Study

The findings of the present study are as follows-

- I. From the analysis it is found that 44% students have very high level of parental involvement, 27% students have high level of parental involvement, 14% students have average level of parental involvement and 13% students have low level of parental involvement.
- II. The study revealed that there is significant difference between male and female 12th class students with respect to their parental involvement.
- III. The study also revealed that there is significant difference between govt. and private 12th class students with respect to their parental involvement.

XI. Conclusion

Parents' good attitudes toward their children's education play a crucial role in determining their academic and career achievement. Based on the analyses of the above research results, it can be concluded that there is a significant difference between male and female students and the government and private 12th-class secondary school students. It is found that parents are more involved

with female students than male students. It is also found that private school students have more parental involvement than government school students. The current study would have been more comprehensive with addition of other variables like academic achievement, career aspirations, values, adjustment and emotional intelligence could have been studied to examine the influence.

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