

# Gender-Wise Analysis of Parental Involvement on Selected Dimensions: A Study of High School Students in Aizawl, Mizoram

Vanlaldinpuia<sup>1</sup>, Dr. Lalmuanzuali<sup>2</sup>

<sup>1</sup>Research scholar, Department of Education, Mizoram University, Aizawl, India  
Vanlaldinpuia1zote@gmail.com

<sup>2</sup>Associate Professor, Department of Education, Mizoram University, Aizawl, India  
lalnui\_f@rediffmail.com

**Abstract-** This study investigates parental involvement across three key dimensions: engagement at home, participation in school-related activities, and involvement through parent-teacher associations. The research sample included 110 parents (55 mothers and 55 fathers) of high school students in Aizawl city. Data collection was conducted using the Parental Involvement Scale (PIS), developed by Rita Chopra and Surabala Sahoo. The findings revealed a statistically significant gender difference in both school-related participation and parent-teacher association involvement, with mothers showing greater engagement than fathers. Conversely, no significant gender disparity was observed in home-based parental involvement.

**Key Words:** Parental involvement, High school students, Gender

## INTRODUCTION

In the field of education, there is a widespread consensus among researchers, educators, and policymakers regarding the essential role parents play in influencing students' academic success (Tapor et al, 2010). Parental involvement refers to the active participation of parents in their children's educational development, which includes direct participation i.e. engagement within the school setting and indirect support i.e. providing congenial home environment (Goh & Gardiner, 2004). Parental involvement, therefore play a crucial role in influencing the academic achievement of children (Tapor et al, 2010).

The home environment serves as the foundation upon which a student's academic success is built. By fostering a supportive and nurturing atmosphere, families can significantly enhance their child's educational outcomes (Kellaghan et al., 1993) and set them on the path to future success. Hence, the environment provided to children by the family has major impact on their growth and development as a whole (Kansara & Makwana, 2020), while the efforts and academic involvement of parents in their children's education positively affects their achievement (Sreekanth, 2010; Rana & Halder, 2015; Vijayalakshmi & Muniappan, 2016). Thus, the active participation of parents in their children's education has traditionally been seen as essential for promoting the best possible development during childhood and ensuring academic success (Mugumya et al., 2022).

Educational research consistently highlights the significant impact of parental involvement on children's academic achievement (Acharya & Joshi, 2011; Vijayalakshmi & Muaniappan, 2016). Regardless of gender, a collaborative partnership of the parents toward their children's education affects their overall attitude and achievement. Creating robust collaborations among families, educators, and educational institutions paves the way for an environment that nurtures every student's achievement and overall welfare.

## Rationale

Examining gender differences in parental involvement provides crucial insights into the dynamics of family-school relationships. This understanding is essential for developing effective educational policies and practices that promote student success. By identifying how mothers and fathers may differ in their approaches to involvement, educators can come up with strategies to engage both parents more effectively. It sheds light on how traditional gender norms may influence parental behaviours in educational contexts, potentially perpetuating or challenging existing stereotypes. This knowledge is vital for addressing gender inequalities and promoting more balanced parental involvement. Moreover, this examination can highlight potential gaps in school communication and engagement strategies and contribute to broader discussions on gender equity in education and society. This information can guide schools in developing more inclusive approaches that effectively reach and involve both mothers and fathers. Thus, studying gender differences in parental

involvement in children's education is crucial for enhancing educational practices, promoting gender equity, and supporting optimal child development outcomes.

### ***Research Questions***

1. What is the level of parental involvement among high school students in Aizawl?
2. What is the parental school involvement among high school students in Aizawl with regard to gender?
3. What is the parental home involvement among high school students in Aizawl with regard to gender?
4. What is the parental involvement through parent-teacher association among high school students in Aizawl with regard to gender?

### ***Objectives of the Study***

1. To determine the level of parental involvement among high school students in Aizawl.
2. To compare the parental school involvement among high school students in Aizawl with regard to gender.
3. To compare the parental home involvement among high school students in Aizawl with regard to gender.
4. To compare the parental involvement through parent-teacher association among high school students in Aizawl with regard to gender

### ***Hypothesis***

1. There is no significant difference in the parental school involvement among high school students in Aizawl with regard to gender.
2. There is no significant difference in the parental home involvement among high school students in Aizawl with regard to gender.
3. There is no significant difference in the parental involvement through parent-teacher association among high school students in Aizawl with regard to gender.

### ***Statement of the Problem***

The problem is stated as “Gender-Wise Analysis of Parental Involvement on Selected Dimensions: A Study of High School Students in Aizawl, Mizoram”.

## **LITERATURE REVIEW**

Kellaghan et al. (1993) investigated home environment and school learning as indicating parental involvement in children's education. Based on the findings, it was concluded that there exists a positive significant effect of home environments on school learning. In addition, home environment had a major influence on school performance and achievement.

Finn (1998) studied the influence of parental engagement in students' achievement. Study revealed that parents' home-based involvement had a stronger impact than school-based involvement.

Sreekanth (2010) analysed level of involvement in their children's education. The findings of the study showed that higher level of involvement of parents reasonably better the success of the child in education. Moreover, parent's high involvement was likely to influence the home environment as well as the outlook of children's education in school.

Chowa et al. (2013) conducted a study in Ghana to examine the effects of parental involvement on academic performance. The study revealed that while parental involvement at home positively impacted academic performance, parental participation in school-based activities was associated with lower academic outcomes.

Vijayalakshmi & Muniappan (2016) analysed the influence of parental involvement among high school students and found that the level of parental involvement was average in the majority of the students. In addition, parental involvement positively influenced the achievement of secondary school students.

Prema (2016) has undertaken a study on “Parental Involvement in Relation with Academic Achievement of Progeny”. Results indicated that majority of the parents involved at a moderate level with

regard to their children's education. The research also demonstrated a significant correlation between parental engagement and their children's educational success.

Jaiswal and Choudhuri (2017) conducted a review study regarding the influence of parental engagement towards academic performance of students. Research findings indicate a generally positive link between parental home and school involvement and academic performance, though some inconsistencies were observed in these relationships.

Ranjan & Malik (2020) studied the impact of parental involvement in slum area with regard to children's education in Odisha. The findings suggested that active involvement of parents in their children's education results in greater achievement of students than the passive ones. Moreover, the more intensive involvement of parents, the more beneficial are the achievement effects.

## **METHODOLOGY**

### ***Method***

The research employs a descriptive survey method to explore gender-based influences on parental involvement in children's education.

### ***Population***

The population of the study includes all the parents of high school-going children in Aizawl who are enrolled under Mizoram Board of School Education (MBSE).

### ***Sample***

The present study focuses on the study of parental involvement within Aizawl. Therefore, the sample is drawn randomly from the parents of high school-going children in Aizawl. It comprises of 110 parents, out of which 55 parents were male and 55 parents were female.

### ***Tool used for data collection***

For this purpose, 'Parent Involvement Scale' developed by Rita Chopra and Surabala Sahoo was used for data collection.

### ***Collection of data***

After identifying the high school-going children, the students were approached and the nature and purpose of the study was instructed to them on their parent's behalf. The students were also made to choose between google form and a hard copy, which would be more convenient for their parents to respond. The scale was thus administered through blended mode and overall, there were 110 responses.

## **DATA ANALYSIS**

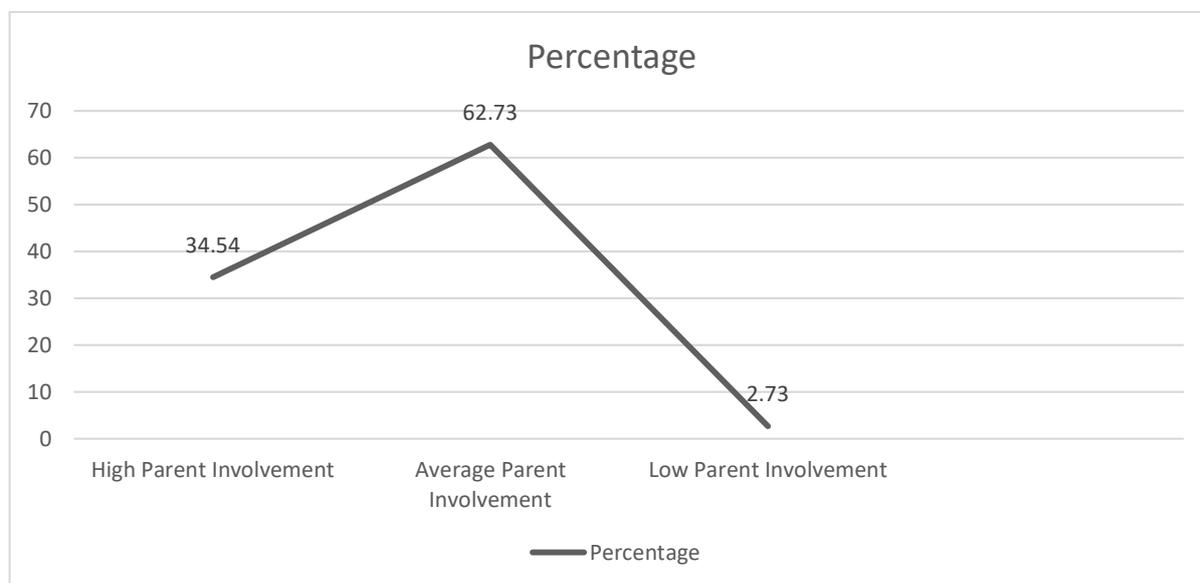
Data were analysed using descriptive statistics like mean, median, modes, and standard deviation as well as inferential statistic like t test were used.

### ***Level of parent's involvement***

Data collected from surveys conducted with high school parents using the 'Parent Involvement Scale' were systematically compiled and analyzed. Parental engagement levels were classified into three categories—High, Average, and Low—based on the scoring criteria defined by the scale. Respondents whose scores exceeded the 66th percentile were categorized as exhibiting High Parental Involvement, those scoring between the 33rd and 66th percentiles were classified under Average Parental Involvement, and individuals with scores below the 33rd percentile were identified as having Low Parental Involvement. Specifically, participants with scores of 81 and above fell into the high involvement group, those scoring between 49 and 80 were placed in the average group, and scores of 48 or lower indicated low involvement. The following table presented reflects involvement level of parents towards their children's education.

**Table 1****Level of Parent's Overall Involvement**

Category	Range of score	No. of Parents	Percentage
High Parent Involvement	81 and above	38	34.54
Average Parent Involvement	49 - 80	69	62.73
Low Parent Involvement	48 and below	3	2.73
Total		110	100

**Fig. 1**

As shown in Table 1 and Fig.1, out of the 110 parents, 38 parents (34.54%) had high parent involvement, while 69 parents (62.73%) and 3 parents (2.73%) were categorised as having an average parent involvement and low parent involvement, respectively. The overall finding shows that the majority of the parents had average parental involvement.

**Comparison of parental school involvement with regard to gender**

Hypothesis No.1 states: "There is no significant difference in the parental school involvement with reference to gender." Table 2 presents a comparison of parental school involvement with reference to gender.

**Table 2****Parental School Involvement with regard to gender**

Gender	Number	Mean	SD	t-value	Sig level
Male	55	24.472	4.004	2.905	*
Female	55	26.290	2.346		

\*means significant at 0.01 level

In Table 2, it is highlighted that the mean score of mothers and fathers with regard to school involvement are 24.472 and 26.290 respectively. Similarly, the standard deviation showed 4.004 for the mothers while 2.346 for the fathers. Therefore, the calculated t value, with the degrees of freedom i.e., 108, is 2.905. This indicated that the difference was significant at 0.01 level of confidence. It also revealed that mothers had more involvement in school-related education as compared to fathers.

### Comparison of parental home involvement with regard to gender

With regard to Parental home involvement, hypothesis No.2 states “There is no significant difference in the parental home involvement with reference to gender.” The following table presents a comparison of parental home involvement with reference to gender.

**Table 3**  
**Parental Home Involvement with regard to gender**

Gender	Number	Mean	SD	t-value	Sig level
Male	55	32.490	6.179		
Female	55	34.381	4.474	1.838	NS

*NS means not significant at 0.05 level*

As shown in table 3, the required ‘t’ value for declaring the difference as significant is 1.984 at 0.05 level of confidence. From the above finding, the null hypothesis is accepted since the calculated t value was lesser the criterion value. Therefore, we can conclude that gender influence was not significant with regard to parental home involvement.

### Comparison of parental involvement through Parent-Teacher Association with regard to gender

Hypothesis No. 3 states: “There is no significant difference in the parental involvement through Parent-Teacher Association with reference to gender.” Table 4 highlighted a comparison of parental involvement with reference to gender.

**Table 4**  
**Parental Involvement through Parent-Teacher Association with regard to gender**

Gender	Number	Mean	SD	t-value	Sig level
Male	55	16.745	3.806		
Female	55	18.927	4.646	2.694	*

*\* means significant at 0.01 level*

Table 4 highlights a significant gender disparity in parental involvement through the Parent-Teacher Association. With a calculated ‘t’ value of 2.694, which surpasses the critical value, we observe a marked difference between mothers' and fathers' participation levels. This finding leads us to reject the third null hypothesis, which had proposed no significant gender-based variation in parental engagement with regard to the Parent-Teacher Association. A comparison of mean scores also reveals that mothers demonstrate a higher degree of involvement in these activities than fathers.

## DISCUSSION AND CONCLUSION

The study revealed notable variations in parental involvement patterns based on gender. Significant differences were observed in two key areas: school involvement and participation through Parent-Teacher Associations (PTAs), while no significant difference was found with regard to home-based parental involvement.

The study indicates that the majority of parents demonstrated average levels of involvement in their children's education. The prevalence of average parental involvement suggests that while most parents are engaging with their children's education to some extent, there may be room for improvement in terms of depth and quality of involvement. This aligns with previous research by Vijayalakshmi & Muniappan (2016) and Prema (2016).

Research shows that mothers are generally more engaged in their children's school related activities and participate more in the Parent-Teacher Association. This trend might be influenced by traditional gender roles that have historically assigned the responsibilities of childcare and education to women. While societal norms and peer pressures reinforce the expectation of maternal involvement, school communication methods may unintentionally focus on mothers as the primary contacts. However, this pattern can vary among different families and cultures, emphasizing the need for more inclusive approaches to engaging parents in education.

These findings emphasize the intricate dynamics of parental involvement, particularly how gender affects different facets of engagement in education. Although there are gender differences in school-related activities and PTA membership, support provided at home tends to be more evenly shared between mothers and fathers. This research has significant implications for educational policies and practices that aim to foster parental participation. It suggests that specific strategies may be required to promote more balanced gender participation in school-based events and PTA roles, whereas initiatives focused on home-based involvement could be applied more broadly and inclusively.

## REFERENCES

- [1] Acharya, N., & Joshi, S. (2011). Achievement motivation and parental support to adolescents. *Journal of the Indian Academy of applied psychology*, 37(1), 132-139.
- [2] Chowa, G. A., Masa, R. D., & Tucker, J. (2013). The effects of parental involvement on academic performance of Ghanaian youth: Testing measurement and relationships using structural equation modeling. *Children and Youth Services Review*, 35(12), 2020-2030. <https://doi.org/10.1016/j.chilyouth.2013.09.009>
- [3] Finn, J. D. (1998). Parental engagement that makes a difference. *Educational Leadership*, 55(8), 20-24. <https://eric.ed.gov/?id=EJ565121>.
- [4] Goh, D. S., & Gardiner, H. W. (2004). Educational achievement and culture. In C. D. Spielberger (Ed.), *Encyclopedia of Applied Psychology* (pp. 667-673). Elsevier.
- [5] Jaiswal, S. K. & Choudhuri, R. (2017). A review of the relationship between parental involvement and students' academic performance. *The International Journal of Indian Psychology*, 4(3), 110-123.
- [6] Kansara, P. H., & Makwana, S. M. (2020). Parent involvement with reference to gender, area and types of school. *The International Journal of Indian Psychology*, 8(2), 243-251. DOI: 10.25215/0802.029
- [7] Kellaghan, T., Sloane, K., Alvarez, B., & Bloom, B. S. (1993). The home environment and school learning: Promoting parental involvement in the education of children. JosseyBass. <https://psycnet.apa.org/record/1993-98966-000>.
- [8] Mugumya, D., Basheka, B., Mwesigye, A. R., Atibuni, D. Z., Aduwo, J. R. & Ahimbisibwe, E. K. (2022). Parents' involvement and students' academic performance in Ryakasinga centre for higher education-Sheema District, Uganda. *International Journal of Educational Administration and Policy Studies*, 14(2), 79-86. DOI: 10.5897/IJEAPS2021.0713.
- [9] Prema. N. (2016). Parental involvement in relation with academic achievement of progeny. *Indian Journal of Applied Research*, 6(5), 261-262. <https://www.doi.org/10.36106/ijar>.
- [10] Rana, S., & Halder, U.K. (2015). Parental attitude towards education and academic achievement of the students of class VII in Murshidabad District. *International Journal of Informative & Futuristic Research*, 3(3), 774-779.
- [11] Ranjan, D. & Malik, D. R. (2020). Impact of parental involvement of slum children's education in odisha with reference to Bhubaneswar City. *International Journal for Innovative Research in Multidisciplinary Field*, 6(4), 181-185. DOI: 10.2015/IJIRMF.2455.0620/202004032
- [12] Sreekanth, Y. (2010). Parents involvement in the education of their children: Indicators of level of involvement. *International Journal about Parents in Education*, 5(1), 36-45. [https://www.researchgate.net/publication/274065927\\_Parents\\_Involvement\\_in\\_the\\_Education\\_of\\_their\\_Children\\_Indicators\\_of\\_Level\\_of\\_Involvement](https://www.researchgate.net/publication/274065927_Parents_Involvement_in_the_Education_of_their_Children_Indicators_of_Level_of_Involvement)
- [13] Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of prevention & intervention in the community*, 38(3), 183-197. <https://doi.org/10.1080/10852352.2010.486297>
- [14] Vijayalakshmi, K., & Muniappan, K. (2016). Parental involvement and achievement of secondary school students. *The International Journal of Indian Psychology*, 3(4), 72-81. [https://ijip.in/wp-content/uploads/ArticlesPDF/article\\_d0c47186067a1d94a71991ae516d7f3a.pdf](https://ijip.in/wp-content/uploads/ArticlesPDF/article_d0c47186067a1d94a71991ae516d7f3a.pdf)