

Achievement in Social Science among Secondary School Students in relation to School Environment and Parental Involvement

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Abstract


Achievement in social science of 9th class students from Punjab was examined in relation with school environment and parental involvement. The study was confined to 607 students of 9th class taken from twelve government schools. The sample was randomly selected from Ludhiana district of Punjab. The achievement in social science examination scores was taken from school records, school environment and parental involvement scales were developed by the researcher. For analyzing the data statistical techniques Product moment co-efficient, stepwise regression and 't' test were used. The results of the study revealed that there were significant relationship and gender difference among achievement in social science, school environment and parental involvement and also contribute significantly to the prediction of achievement in social science of secondary school students.


Keywords: *Achievement in Social Science, School Environment, Parental Involvement, Secondary School Students*


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Introduction

Achievement is the foundation of every aspect of education and academic achievement is an important instrument of personal progress, which helps to get the goal and make all round development and growth of the student. Social science is an integral part of the general education at the secondary stage of school education and social science is a major category of academic disciplines, concerned with society and the relationship among individuals within a man and society. Social science has always been linked up to the role of an individual in contributing to the development of the society. Due to this very reason every society desire to teach the children about their nation's history, traditions, achievements and aspirations. The achievement of students in our country is measured in terms of his /her performance in school examinations and whether he/she is ready for the next class or not. The achievement can be described as improvement that a student or group of students gain as a result of their learning experiences during teaching learning process. The interaction between teacher and students during classroom process is focused to assist students acquire knowledge and develop understanding and skills (Guskey, 2013).

Collins Dictionary (2018) defines achievement as “Something which someone has succeeded in doing, especially after a lot of effort”.

School is considered as one of the most effective formal agencies of education. School environment is very important variable for personality development of the students and school environment is a chain connecting

number of activities in campus. The components of healthy school environment comprise of good location, appropriate facilities, library, laboratories, well organized classroom, teacher and student relationship, availability of playground and drinking water etc. If the school environment is according to the needs of the children, then they will adjust better in school and achieve their academic goals.

School environment can be defined as the “sum total of all the physical, social, emotional and mental factors that contribute to the total teaching-learning situation” (Good, 1959).

Parents are recognized as the first and most important teachers in children’s life and the parental aspiration determine the emphasis they give on their child’s education. Children learn about their culture and values from the parents and how the parents involve themselves in developing overall personality of the child. Parents assist their children’s learning by providing suitable environment and opportunities for them to explore and express that will keep a child motivated about school. All the parents have expectations and preferences regarding how children should be handled, brought up and educated. Every parent wants their child to perform better in school and learn as much as they possible (Hong and HO, 2005).

The term parental involvement involves different activities including good parenting at home, providing moral support, assisting in learning, helping with homework, taking part in school governance, school functions, establishing rapport with teachers and having discussions with teachers regarding children’s progress etc.

Since social science is directly linked to the socio-cultural context of learners it is a matter of investigation whether parents give emphasis on achievement in social science. Also have does parental involvement influenced achievement in social science.

Hence broadly it can be said that there are different factors which affecting the achievement of students can be summarized as personal factors include self-concept, learning capacity, intelligence, motivation, attitude and environment factors are home environment, social environment, school and class room environment, community and Socio-economic status.

Review of Literature

Muhammad (2009) studied the relationship between the school environment and academic achievement of secondary school students in Pakistan. The sample comprised of 288 students. The academic achievement measured through the annual examination result of the classes 6th, 7th, 8th and 10th scores of the same students. The data was analyzed using Pearson correlation and regression analysis. The results revealed that school environment was strong predictor of academic achievement for arts students. Similar result was found in the study by Kumari and Chamundeswari (2015) who studied the school environment and academic achievement of higher secondary school students. The sample of the study was 300 students. The tools were school environment inventory by Misra (1983) and academic achievement marks in the quarterly examination was taken from school records.

Mahmood and Gondal (2017) studied the research to find the effect of school environment on academic achievement of Urdu and English medium school students. The total sample comprised 108 participants including 36 head teachers and 72 science teachers. The tools for data collection were rating scale for teachers and checklist for head teachers. The result reveals that positive significant effect of school environment on academic achievement of English medium school students better than the academic achievement of Urdu medium school students.

Anbalagan (2017) examined the relationship of school environment and academic achievement in Madurai district by studying a randomly selected sample of 1600 higher secondary school students. He found school environment had positive significant correlation with academic achievement.

Ezike (2018) studied the relationship between the classroom environment, academic interest and achievement in chemistry of senior secondary school Nigeria by studying a randomly selected sample of 208 students taken from ten public secondary schools. The tools were classroom environment questionnaire by Kelly (2010) and achievement in chemistry test developed by the investigator used for data collection. The statistical techniques were Pearson product moment correlation of coefficient and multiple regression. The findings showed that the academic interest and classroom environment was correlates positively with the achievement of chemistry students.

Arshad, Qamar, Gulzar and Ahmed (2019) explore the effects of school environment on academic achievement in English of secondary school students in district Rawalpindi, Pakistan. The total sample comprised of 448 subjects included 240 students studying in class 10th, 68 school heads and 140 English teachers. The data was analysed using percentage and Pearson's coefficient of correlation. There was no correlation between the school environment and achievement in English.

In the present section of review of literature it was found that school environment and academic achievement had significantly correlated and school environment was strong predictor of academic achievement by Muhammad (2009), Kumari and Chamundeswari (2015), Mahmood and Gondal (2017), Anbalagan (2017), Ezike (2018) and Arshad, Qamar, Gulzar and Ahmed (2019) did not found correlation between the school environment and achievement in English.

Rogers, Theule, Ryan, Adams and Keating (2009) examined the relationship between parental involvement and academic achievement of their children. The path analysis used for analysed the result revealed that the influence of parents' involvement in their child education and personal characteristics of children's was predicting the academic achievement.

Vijayalakshmi and Muniappan (2016) studied the relationship between parental involvement and achievement in social science of secondary school students in Tenkasi district, Tamil Nadu. The sample was 200 students studying in class 9th. The tools used for data collection were parental involvement five point rating scale and achievement in social science test. The results of the study revealed that there was significant positive relationship between parental involvement and achievement in social science. Similar result was found in the study by Yaseen, Zaman and Rasheed (2017) who studied the relationship between academic achievement and parental involvement of secondary school students in Karachi by studying the sample was 165 students and Amponsah, Milledzi, Ampofo and Gyambrah (2018) who studied the correlation between parental involvement and academic performance of senior high school students with the sample of 471 students. The tools were self-made questionnaire and test for achievement in Mathematics and English.

Lara and Saracosti (2019) examined the effect of parental involvement on children's academic achievement in Chile. The sample was 498 parents or guardians whose children studying in classes 2nd and 3rd of public elementary school. There were three different profiles of parental involvement (high, medium and low) considering different forms of parental involvement (at home, at school and through the invitations made by the children, the teachers and the school). The findings showed that there are differences between the parental involvement profiles and children's academic achievement, result indicating the children whose parents have a high involvement have high academic achievement other than the low parents' involvement.

Hence the studies conducted by Rogers, Theule, Ryan, Adams and Keating (2009), Vijayalakshmi and Muniappan (2016), Yaseen, Zaman and Rasheed (2017), Amponsah, Milledzi, Ampofo and Gyambrah (2018) and Amponsah, Milledzi, Ampofo and Gyambrah (2018) found significant positive relationship between parental involvement and achievement and also predicting the academic achievement.

Objectives

1. To study the relationship among achievement in social science, school environment and parental involvement of secondary school students.
2. To study the conjoint effect of school environment and parental involvement on the achievement in social science of secondary school students.
3. To study the gender difference in school environment, parental involvement and achievement in social science of secondary school students.

Hypotheses

1. There is no significant relationship among the achievement in social science, school environment and parental involvement of secondary school students.
2. School environment and parental involvement do not contribute significantly to the prediction of the achievement in social science of secondary school students.
3. There is no significant gender difference with respect to achievement in social science, school environment and parental involvement of secondary school students.

Methodology

The present study was conducted by using the descriptive survey method coupled with correlation in the nature. Achievement in social science was dependent variable and school environment and parental involvement were independent variables. The population of the study was 9th class students taken from twelve government schools from Ludhiana district, randomly selected sample of 607 students were taken from these schools. The tools were achievement in social science based on final examination scores of 9th class, school environment scale and parental involvement scale developed by the researcher. Statistical techniques product moment co-efficient of correlation, 't'-ratio and regression analysis were used.

Result and findings of the study

Table-1: Coefficient of Correlation for Achievement in Social Science, School Environment and Parental Involvement of Secondary School students

Depended variable	N	Independent Variables	Coefficient of Correlation
Achievement in Social Science	607	School Environment	.098*
		Parental Involvement	.155**

** Correlation is significant at the 0.01 level (.115), * Correlation is significant at the 0.05 level (.088)

Table-1 shows the coefficient of correlation value ($r = .098$) between achievement in social science and school environment was positive and significant at 0.05 level of significance, showing significant relationship between achievement in social science and school environment. The finding is supported by the study conducted by Kumari and Chamundeswari (2015) and Anbalagan (2017) and not supported by studies who reported in their studies there were no significant correlation between academic achievement and school environment Muhammad (2009) and Arshad, Qamar, Gulzar and Ahmed (2019).

The value of coefficient of correlation between achievement in social science and parental involvement was ($r = .155$) positive in nature and significant at both levels 0.01 and 0.05 levels of significance, showing significant relationship between achievement in social science and parental involvement of secondary school students. The finding is supported by the study conducted by Vijayalakshmi and Muniappan (2016), Yaseen, Zaman and Rasheed (2017), and Amponsah, Milledzi, Ampofo and Gyambrah (2018).

Hence the null hypothesis, there is no significant relationship among achievement in social science, school environment and parental involvement of secondary school students was rejected, it means there were significant

relationship among achievement in social science, school environment and parental involvement of secondary school students.

Table-2: Regression Analysis of Achievement in Social Science from the Independent variable of School Environment and Parental Involvement of Secondary School Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig F. Change
1	.098 ^a	.010	.008	19.739	.010	5.918	1	605	.015
2	.157 ^b	.025	.021	19.606	.015	9.257	1	604	.002

a. Predictors: (Constant), SE

b. Predictors: (Constant), SE, PI

In the first row of the table 2 introduced the school environment as an independent variable in the first step. The value of R was found to be .098. The value of R square and adjusted R square were found to be .010 and .008 respectively. The adjusted R square is found .008 which indicates 0.8% variance in the dependent variable achievement in social science described by school environment. The F- value was found to be 5.918 which were significant at 0.05 levels as per the F- table value.

The independent variable parental involvement was found in the second step, which was gave the R-value as .157. The value of R square was found to be .025 and adjusted R square was .021. This value indicated that 2.1% of the total variance was explained by the school environment and parental involvement conjointly. Thus, the parental involvement brought about .013 units of increment in the value of adjusted R square. This indicated that an additional 1.3 % of the total variance in the dependent variable was caused by the addition of parental involvement. The F- value was found to be 9.257 which were significant at 0.01 levels and 0.05 levels as per the F- table value.

So the null hypothesis school environment and parental involvement do not contribute significantly to the prediction of achievement in social science of secondary school students stands rejected. The results were supported by (Muhammad, 2009) reported that school environment was strong predictor of academic achievement and the influence of parents’ involvement in their child education was predicting the academic achievement (Rogers, Theule, Ryan, Adams and Keating, 2009).

Table-3: Significance of difference in means of Achievement in Social Science, School Environment and Parental Involvement with respect to gender

Variables	Total (607)	Gender				t-value
		Mean		S.D		
		Girls (309)	Boys (298)	Girls (309)	Boys (298)	
Achievement in Social Science	60.51	66.49	54.31	20.219	17.372	7.946**
School Environment	202.28	206.84	197.54	16.924	19.453	6.291**
Parental Involvement	113.28	117.42	108.99	15.829	16.191	6.489**

** Significant at the 0.01 level (2.59), * Significant at the 0.05 level (1.96)

Table-3 the first row shows the t-value 7.946 which is more than table value was found to be significant at 0.01 and 0.05 level of significance, showing significant gender difference in achievement in social science.

In the second row the t-value 6.291 was found to be significant at 0.01 and 0.05 level of significance, showing significant gender difference in school environment.

In the third row the t-value 6.489 was found to be significant at 0.01 and 0.05 level of significance, showing significant gender difference in parental involvement.

Hence the null hypothesis, there is no significant gender difference with respect to achievement in social science, school environment and parental involvement stands rejected in the study.

Conclusion

The results of the study help the school authorities to provide healthy school environment to increase academic achievement up to their maximum potential of the students. The teachers should provide effective and creative environment to help the students take interest in learning social science and how to contributing to development of the society. The parental involvement plays a significant role in their child's achievement and it is necessary for parents to have good rapport and interaction with the teachers.

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