



# Parents' Involvement in Children's Academic Life: A comparative study between Private and Government schools in Peren District

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## Abstract

Education has always been recognized as a powerful force that moulds and shapes both the individual and society. It not only imparts knowledge and skills but also instills values, attitudes, and habits that guide people throughout life. For a child, the journey of education begins long before entering school, starting within the family. Parents are the first and most influential teachers, introducing children to the world of culture, traditions, language, and moral values. These early experiences form the foundation for formal education, determining how a child perceives learning and adapts to academic environments. Parental involvement in education is much more than fulfilling material needs. It includes emotional support, encouragement, and consistent participation in academic activities. Parents influence children's development in multiple dimensions physical, intellectual, emotional, and social. Their responsibility does not end when children start school; rather, it continues in new forms such as helping their children in doing their homeworks, attending school meetings, encouraging curiosity, and maintaining communication with teachers. A home environment that values education motivates children to pursue learning with enthusiasm and persistence. Schools, in turn, provide platforms where parental involvement is visible and impactful. This paper aims to study and compare the parents of Government and Private schools' students of Peren district in relation to parental involvement in school, at home, and through Parent Teacher Association in the academic life of students. Also, to compare between the male and female parents of both private and government schools in their child's Academic life.

## Keywords

Education, Values, Attitudes, Socio- Economic, etc

## 1. Introduction

Research across the world has shown that children demonstrate better academic performance, stronger motivation, and improved social adjustment when parents are actively involved. Parental involvement can take various forms such as supervising homework, attending school programs, maintaining communication with teachers, or providing emotional and financial support. Despite its importance, the degree of parental involvement often varies depending on socio-economic status, cultural background, and the type of school a child attends. In the Nagaland, parental involvement in education has become increasingly relevant as communities adapt to social change and modern educational demands. While a few studies have been conducted in the state to understand the role of parents in the academic life of children, much remains to be understood, especially at the district level. Peren district, with its unique cultural identity, socio- economic challenges, and growing demand for



quality education, provides an important setting to examine how parents support their children's learning

## 2. Statement of the Research Problem

Education is a shared responsibility of schools, teachers, and families, yet the role of parents remains the most fundamental in shaping a child's academic life. In the context of Nagaland, and specifically in Peren district, schools are broadly categorized into private and government institutions. Private schools generally cater to families who can invest more financial and educational resources, while government schools mostly serve children from rural and economically weaker backgrounds. This distinction often influences the degree to which parents are able and willing to take part in their children's academic life. Anecdotal observations suggest that private school parents may be more engaged in academic monitoring, whereas government school parents may face constraints such as limited income, low literacy levels, or lack of awareness. However, systematic research comparing parental involvement between private and government schools in Peren district is lacking. Without such evidence, it becomes difficult for educators, policymakers, and communities to understand the actual patterns of parental support and their impact on children's education. This gap highlights the need for a comparative study that investigates the nature, level, and challenges of parental involvement in both private and government schools. Therefore, there is a need to understand the parents involvement in children's Academic lives

## 3. Objectives of the study

1. To find and compare between the parents of Government and Private schools' students of Peren district in relation to parental involvement at home, in school, and through Parent Teacher Association in the academic life of students.
1. To find and compare between the male and female parents of both Government and private Schools in Peren district with regard to involvement of parents in their child's academic life at home, in school, and thorough Parent Teacher Association.

## 4. Hypothesis

1. There will be no statistically significant difference between the private schools and government schools of Peren district with respect to involvement of parents in the academic life of students, at home, in school, and through Parent Teacher Association.
2. There will be no statistically significant difference between female and male parents of private schools in Peren district with respect to involvement of parents in the academic life of students at home, in school, and through Parent Teacher Association.
3. There will be no statistically significant difference between female and male parents of government schools in Peren district with respect to involvement of parents in the academic life of students at home, in school, and through Parent Teacher Association.

## 5. Limitation of the Study

This research is limited to the study of parental involvement in children's academic life in private and government schools in Peren district

## 6. Method of research

The researcher has decided to use a descriptive survey method to study the problem. The population of the study will be all parents of those students who are enrolled in private and government Schools in Peren district. The sample consisted of 100 parents, including 50 male and 50 female parents of students enrolled in private and government schools in Peren district. The researcher has decided to

follow a stratified random sampling method to draw samples from the targeted population. The study used the Parent Involvement Scale developed and standardized by Dr. Rita Chopra and Dr. Surabala Sahoo. This scale is meant to measure the involvement of parents in the academic life of their children. The broad categories of the dimension of parent involvement scale are school involvement through parent's teachers' association. It has 34 items. Each of the 34 statements has three options for choice like 'frequently' with a score 3, 'occasionally' with a score of 2 and 'never' for a score of 1. The maximum score of the scale will be 102 and the minimum score will be 34. Higher the score, greater the involvement of parents in their child's academic life. The test re-test reliability of the tool was 0.93.

## 7. Results

**Table 1:** Mean, SD and t-value of Private and Government schools of Peren district with reference to parent's involvement in children's academic life.

Dimension	Type	No	Mean	SD	t-value	Remark
Parental Involvement	Private	50	65.2	7.76	2.87	Significant at 0.05 and 0.01 level
	Govt.	50	61.2	6.22		

From the table 1 it is found that the mean score =65.2 and SD =7.76 for private schools parents is higher than mean=61.2 and SD=6.22 for government schools parents. The determined t-value is  $t(98) = 2.87, \alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between the private schools and government schools of Peren district with respect to involvement of parents in the academic life of students.' is not accepted.

**Table 2:** Mean, SD and t-value of Private and Government schools of Peren district with reference to parent's involvement in children's academic life. (in school)

Dimension	Type	No.	Mean	SD	t-value	Remark
School Involvement	Private	50	22.5	2.73	1.98	Not significant at 0.05 and 0.01 level
	Govt.	50	21.5	2.34		

From the table 2 it is found that the mean score = 22.5 and SD =2.73 with respect to parents of private schools is higher than mean=21.5 and SD=2.34 for the parents in government schools. The determined t-value is  $t(98)=1.98, \alpha=0.05$ . Thus, the null Hypothesis, 'There will be no statistically significant difference between the private schools and government schools of Peren district with respect to involvement of parents in the academic life of students in school.' is accepted.

**Table 3** Mean, SD and t-value of Private and Government schools of Peren district with reference to parent's involvement in children's academic life. (at home)

Dimension	Type	No.	Mean	SD	t-value	Remark
Home Involvement	Private	50	27.6	3.78	3.36	Significant at 0.05 and 0.01 level
	Govt.	50	25.1	3.52		

From the table 3 it is observed that the mean score= 27.6 and SD=3.78 with respect to parents of private schools is greater than mean=25.1 and SD=3.52 with respect to parents of government schools. The determined t- value is  $t(98)=3.36$ , which is higher than the critical value 1.96 at  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between the private schools and government schools of Peren district with respect to involvement of parents in the academic life of students at home.' is not accepted.

**Table 4:** Mean, SD and t-value of involvement of Private and Government schools of Peren district with reference to parent's involvement in children's academic life. (Parent Teacher Association)

Dimension	Type	No.	Mean	SD	t-value	Remark
Involvement through PTA	Private	50	15.5	2.99	1.85	Not Significant at 0.05 and 0.01 level
	Govt.	50	14.4	2.95		

From the table 4 it is found that the mean score =15.5 and SD =2.99 with respect to parents of private schools is greater than mean=14.4 and SD=2.95 with regard to parents of government schools. The determined t- value is  $t(98)= 1.85$ ,  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between the private schools and government schools of Peren district with respect to involvement of parents in the academic life of students through Parent Teacher Association.' is accepted.

**Table 5:** Mean, S.D and t-value of male and female parents of Private School of Peren district with reference to parent's involvement in children's academic life.

Dimension	Type	No.	Mean	SD	t-value	Remark
Parental Involvement	Female	25	65.4	6.85	0.07	Not significant at 0.05 and 0.01 level
	Male	25	65.2	8.72		

From the table 5 it is found that the mean score=65.4 and SD=6.85 for Female parents in private schools is almost the same to mean=65.2 and SD=8.72 for male parents in private schools. The determined t-value is  $t(48)=0.07$ ,  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between female and male parents of private school of Peren district with respect to involvement of parents in the academic life of students.' is accepted.

**Table 6:** Mean, S.D and t-value of male parent and female parent of Private schools of Peren district with reference to parent's involvement in children's academic life (in school).

Dimension	Type	No.	Mean	SD	t-value	Remark
School Involvement	Female	25	22.6	2.36	0.13	Not Significant at 0.05 and 0.01 level
	Male	25	22.5	3.11		

From the table 6.a. it is found that the mean score=22.6 and SD=2.36 for female parents in private schools is almost the same to mean=22.5 and SD=3.11 for male parents in private schools. The

determined t-value is  $t(48)=0.13$ ,  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between female and male parents of private school of Peren district with respect to involvement of parents in the academic life of students in school' is accepted.

**Table 7** Mean, S.D and t- value of Male parent and female parent of Private schools of Peren district with reference to parent's involvement in children's academic life (at home).

Dimension	Type	No.	Mean	SD	t-value	Remark
Home Involvement	Female	25	27.9	3.38	0.60	Not significant at 0.05 and 0.01 level
	Male	25	27.3	3.70		

From the table 7.a it is observed that the mean score =27.9 and SD =3.38 for female parents in private schools is almost the same to mean=27.3 and SD=3.70 for male parents in private schools. The determined t-value is  $t(48)=0.60$ ,  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between female and male parents of private school of Peren district with respect to involvement of parents in the academic life of students at home.' is accepted.

**Table 8** Mean, S.D and t-value of male parent and female parent of Private schools of Peren district with reference to parent's involvement in children's academic life through Parent Teacher Association (PTA).

Dimension	Type	No.	Mean	SD	t-value	Remark
Involvement through (PTA)	Female	25	15.7	2.95	0.47	Not significant at 0.05 and 0.01 level
	Male	25	15.3	3.07		

From the table 8 it is found that the mean score =15.7 and SD=2.95 for Female parents in private schools is almost the same to mean=15.3 and SD=3.07 for male parents in private schools. The determined t-value is  $t(48)= 0.47$ ,  $\alpha=0.05$ . Therefore, the null Hypothesis, 'There will be no statistically significant difference between female and male parents of private school of Peren district with respect to involvement of parents in the academic life of students through Parent Teacher Association.' is accepted.

**Table 9** Mean, S.D and t-value of male parent and female parent of government schools of Peren district with reference to parent's involvement in children's academic life.

Dimensional	Type	No.	Mean	SD	t-value	Remark
Parental involvement	Female	25	61.9	6.27	0.74	Not significant at 0.05 and 0.01 level
	Male	25	60.6	6.22		

From the table 9 it is observed that the mean score =61.9 and SD =6.27 for Female parents in government schools is higher than mean=60.6 and SD=6.22 for male parents in government schools.

The determined t-value is  $t(48)=0.74$ ,  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between female and male parents of government school of Peren district with respect to involvement of parents in the academic life of students.' is accepted.

**Table 10** Mean, S.D and t-value of male and female parent of government schools of Peren district with reference to parent's involvement in children's academic life. (in school)

Dimension	Type	No.	Mean	SD	t-value	Remark
School involvement	Female	25	21.6	2.36	0.30	Not significant at 0.05 and 0.01 level
	Male	25	21.4	2.36		

From the table 10 it is found that the mean score =21.6 and SD =2.36 for Female parents in government schools is almost the same to mean=21.4 and SD=2.36 for male parents in government schools. The tabulated t-value is  $t(48)=0.30$ ,  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between female and male parents of government school of Peren district with respect to involvement of parents in the academic life of students in school.' is accepted.

**Table 11** Mean, S.D and t-value of male and female parent of government schools of Peren district with reference to involvement of parents in students' academic life. (at home)

Dimension	Type	No.	Mean	SD	t-value	Remark
Home Involvement	Female	25	25.2	4.74	0.09	Not significant at 0.05 and 0.01 level
	Male	25	25.1	2.60		

From the table 11 it is observed that the mean score=25.2 and SD=4.74 for female parents in government schools is almost the same to mean=25.1 and SD=2.60 for male parents in government schools. The determined t-value is  $t(48) = 0.09$ ,  $\alpha=0.05$ . Therefore, the null Hypothesis, 'There will be no statistically significant difference between male and female parents of government school of Peren district with respect to involvement of parents in the academic life of students at home.' is accepted.

**Table 12** Mean, S.D and t-value of male parent and female parent of government schools of Peren district with reference to parent's involvement in children's academic life through Parent-Teacher Association. (PTA)

Dimension	Type	No.	Mean	SD	t-value	Remark
Involvement through (PTA)	Female	25	15.1	2.63	2.42	Significant at 0.05 and 0.01 level
	Male	25	13.1	3.18		

From the table 12 it is observed that the mean score 15.1 and SD=2.63 for Female parents in government schools is slightly higher to mean 13.1 and SD=3.18 for male parents in government schools. The determined t-value is  $t(48)= 2.42$ ,  $\alpha=0.05$ . Hence, the null Hypothesis, 'There will be no statistically significant difference between female and male parents of government school of Peren district with respect to involvement of parents in the academic life of students through Parent Teacher Association.' is not accepted



## 8. Findings of the research are

1. It was observed that there exists a considerable difference in the involvement of parents of Private schools and government schools with a mean score of 65.2 and 61.2 respectively. The determined t-value is  $t(98) = 2.87$  at the significance level of 0.05. This indicates that there exists a considerable difference between Private schools and Government schools of Peren district with reference to involvement of parents in children's academic life.
2. The findings showed that the involvement of parents of private school is higher with mean of 22.5 comparing to the parental involvement of government schools with mean of 21.5. The determined t-value is  $t(98) = 1.98$  at the significance level of 0.05. This indicates that there is no considerable difference between parents of private schools and government school with reference to involving parents in the academic life of students in school.
3. The mean 27.6 of private school is slightly higher than the mean 25.1 of government school. The determined t-value is  $t(98) = 3.36$  at the significance level of 0.05. This signifies that there exists a considerable difference in home involvement between parents of private and government schools with reference to involvement of parents in the academic life of students.
4. The mean of Private school is 15.5 and the mean of Government school is 14.4. The determined t-value is  $t(98) = 1.85$  at the significance level of 0.05. This reflects that there exists no considerable difference in involvement of parents between parents of private schools and government schools with reference to parents involvement in the academic life of students through PTA.
5. The mean score 65.4 and 65.2 for female and male parents of private school were almost the same. The determined t-value is  $t(48) = 0.07$  at the significance level of 0.05. This reflects that there exists no considerable difference in involvement of parents between female parents and male parents of private schools with reference to parents involvement in the academic life of students
6. There exist no much difference between mean of 22.6 for female parent and 22.5 for male parent. The determined t-value is  $t(48) = 0.13$  at the significance level of 0.05. This reflects that there exists no difference in Parental involvement between female parents and male parents of private schools with reference to parental involvement in the academic life of students in school.
7. The finding showed that the mean of 27.9 for female parents and the mean of 27.3 for male parent have very little difference. The determined t-value is  $t(48) = 0.60$  at the significance level of 0.05. This reflects that there exists no difference in involvement of parents between female and male parents of private schools with reference to parents involvement in the academic life of students at home
8. The mean scores are 15.7 and 15.3 for female and male parents of private school respectively. The determined t-value is  $t(48) = 0.47$  at the significance level of 0.05. Hence, there exists no considerable difference with reference to involvement of parents through PTA.
9. It was observed that the mean scores of male parents and female parents of government schools are 60.6 and 61.9 respectively. The determined t-value is  $t(48) = 0.74$  at the significance level of 0.05. This reflects that there exists no considerable difference in parents involvement between male and female parents of government schools with reference to parental involvement in the academic life of students.
10. It was observed that the mean scores of female and male parents of government schools are 21.6 and 21.4 respectively. The determined t-value is  $t(48) = 0.30$  at the significance level of 0.05. This reflects that there exists no difference in parents involvement between female and



male parents of government schools with reference to parents involvement in the academic life of students in school.

11. The mean scores are 25.2 and 25.1 for the female and male parent of government school respectively. The determined t-value is  $t(48) = 0.09$  at the significance level of 0.05. This reflects that there exists no difference in Parents involvement between female and male parents of government schools with reference to involving parents in the academic life of students at home.
12. It was observed that the mean scores are 15.1 for female parent and 13.1 for male parent. This indicates that the involvement of female parent is slightly higher than male parent with regard to involvement of parents in the academic life of students through Parent-Teacher Association. The determined t-value is  $t(48) = 2.42$  at the significance level of 0.05. This reflects that there exists a notable difference in parents involvement between female and male parents of government schools with reference to involving parents in the academic life of students through PTA.

## 9. Discussion

The growth of a child is multi-dimensional, encompassing emotional, social, physical, intellectual, and moral aspects. Simple activities such as play, storytelling, and regular interactions helps children develop social skills, and emotional security at home. A study conducted by Vilayalakshmi and Muniappan (2016) found that higher parental involvement results in better students academic performance. Unlike teachers, who only get to engage with students for few hours at school, parents spend the majority of time with their children. During the early stage of a child's education, parents usually give proper attention to their children's academic performance. However, as the children grow up, many parents often tend to neglect the academic life of their children. Parents fail to understand that their constant involvement and participation plays a major role as the children undergo rigorous physical, mental and emotional changes. Chowa, Masa and Tucker(2003) conducted a study on "Parental Involvement's Effect and Academic Performance." The study found that parental involvement has high positive impact on the academic performances of the students, particularly through home-based involvement which strongly contributed to academics achievements compared to school-based involvements.

The study conducted in Peren district showed a significant difference between private schools and government schools with regard to parental involvement in children's academic life, particularly in the area of home involvement. It was observed that the Parents of private school students were more actively engaged in supporting their children's studies at home. However, no considerable difference was observed between private schools and government schools with regard to involvement in school and through Parent Teacher Association (PTA).

The difference in parental involvement at home may be due to factors like greater awareness about the importance of education, higher literacy levels, and better economic stability among parents of private school students. The private school parents possesses higher educational practices and awareness of the significance of proper and continuous support. On the other hand, many parents of government school students depend largely on agriculture and manual labour for their livelihood as they come from rural backgrounds. They also have limited income and lower educational attainment which often restrict their ability to actively support their children's academic activities which constrain them from actively participating in their childrens academic activities.

It is not only parents who bear responsibility for involvement in a child's academic journey. Schools that fail to update parents on student progress, behaviour, and activities risk weakening the essential partnership between home and school. Unlike many government schools, the private schools often maintain closer relationships with parents through regular meetings, and proactive communication



channels. This transparency between schools and parents builds trust and motivates the parents to contribute more meaningfully to their children's education. Parents also become more knowledgeable about school policies, curriculum, and learning methods, enabling them to make informed decisions for their children. Schools, too, benefit from parental involvement. Therefore, schools must recognize that the level of parental involvement is often a reflection of how much support and encouragement they themselves provide. When parents are engaged in their child's education, schools experience fewer discipline issues, higher community trust and more academic motivations for the students as they experience consistent guidance and emotional support at home.

The study further revealed that there is no notable difference between the levels of involvement of female and male parents in the three aspects of home, school and PTA with reference to the parents of private school students. The study also found that there was no considerable difference between the female and male parents of government schools concerning the involvement of parents in the academic life of children at home and in school. However, It was observed that the female parents of government school students were more engaged in their children's academic life through Parents Teacher Association(PTA). The higher involvement of female parent in government schools may be ascribed to the traditional caregivers role in the family where mothers are more responsible in child care often making it easier to interact with the school. In the other hand, since most of the parents of government schools students are from rural areas and are educationally disadvantaged, male parents are more likely to be engaged in manual or agricultural work, which reduces the possibility of the male parents getting involved in the academic life of there children through PTA.

In conclusion, parental involvement plays an important role in the academic and overall development of the children. The study showed that there is a considerable difference between the private schools and government schools with regard to parental involvement in children's academic life, particularly in the areas of home involvement and school involvement. Parents of private school students were more actively involved in supporting their children's educational activities at home and in school. However, no major difference was observed between the two groups with regard to involvement through Parent-Teacher Association (PTA). The study also revealed that there was no notable difference between the male parents and female parents of private school students in their level of involvement in school and at home, indicating that both parents contribute equally to their children's education. This shows that both female and male parents play equal important roles in their child's academic life. The study found that there was no difference in the involvement of male and female parents of government school in their children academic life at home and in school, but the female parents were more engaged in their children's academic life through Parents Teacher Association(PTA). Therefore, the emphasis should not be on which parent participates more, but rather on ensuring that both share equal responsibility and contribute to the child's development.

The findings of the study emphasize the importance of cooperation between parents and schools in promoting children's academic success and personal development. Factors such as literacy level, economic condition, awareness about education, and communication between schools and parents influence the extent of parental involvement. Therefore, schools should encourage stronger parent-school interaction and create a supportive environment that motivates parents to participate actively in their children's learning process. Greater awareness programmes and support for parents, especially in rural areas, may further help in improving parental involvement and enhancing the educational development of children.

## 10. Suggestions for further research

The present study was limited only to the private and government schools of Peren district with reference to involvement of parents in children's academic life. The following suggestions are made for further studies:



1. A similar research may be conducted to study the implication of parental involvement in the academic achievement of students in the secondary level of Peren district.
2. Similar research may be carried out in Peren District, focusing on rural and urban schools to compare patterns of parental involvement.
3. Further study may be conducted on the effect of Parental Involvement in children's life with special reference to their achievement in life.
4. A study may be undertaken to understand the relationship between parents' educational qualifications and their extent of involvement in children's academic activities.

## 11. Conclusion

The study highlighted that parental involvement was comparatively higher among parents of private school students than government school students in Peren district. Considerable differences were found in school and home involvement, whereas no notable difference was observed in involvement through Parent-Teacher Association(PTA). The findings also pointed out that there was no substantial difference between female and male parents of private schools regarding parental involvement in all three aspects of home, school, and PTA. In contrast, the study revealed that there is a notable difference in the female and male parents of government schools with reference to Involvement through PTA. However, no differences were found in the school and home involvement. The study emphasizes the importance of strengthening collaboration between schools and parents to improve students' academic development.

The researcher concluded that the difference between private and government school with reference to involvement of parents in children's academic life was due to different factors such as illiteracy, ignorance about the need of proper education of parents and lack of transparency.

Researchers have found that involvement of parents in children's academic life have positive effect on children, families as well as schools. Children tend to score better grades, and attendance, they have higher self-esteem and have optimistic attitude about learning. Institutions that have active involvement of the parents tend to experience better support from the community and have better reputation. It is the hopeful desire of the researcher that the parents, teachers and schools of both government and private schools take heed of the significance of involving parents in children's academic life.

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