

# Academic Achievement of Secondary Level Students of Expatriate Parents in Relation to Parental Attention: A Study on the Students of Government, Aided and Unaided Schools

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## ABSTRACT

The study was conducted to find out the influence of parental attention on academic achievement of students of expatriate parents. The study particularly deals with the influence of parental attention on academic achievement of students of government, aided and unaided schools separately. The sample for the study was collected from various schools of Malabar region in the state of Kerala. Sample consists of 600 secondary school students whose fathers are working abroad of which 150 are from government schools, 240 are from aided schools and 210 are from unaided schools. A self made tool was used to measure the parental attention and the score of annual examination was taken as the indicator of academic achievement. Mean standard deviation and t-test was used for analyzing data. Students were classified into three groups based on the parental attention they get; namely high attention group, average attention group and low attention group. A comparison of percentage of achievement was done further. The study revealed that there is no significant relation between the academic achievement and parental attention among the secondary school students of expatriate parents in government, aided and unaided schools.

**Keywords:** Academic achievement, secondary school students, expatriate parents, parental attention

The home environment, educational facilities at home and parents' attitude towards education have profound influence on the learning of child. Research has shown that children from single parent households do not perform as well as in school as children from two parent households. There are several different explanations for this achievement gap. Single parents often struggle with time management issues due to balancing many different areas of life on their own. Some research has also shown that single parents are less involved with their children and therefore give less encouragement and have lower expectations of their children than two parent households. (Majoribanks, 1996). A study conducted by Agarwal (1998) revealed that the group of mother present adolescents in all the educational categories showed to have more magnitude of encouragement than the mother absent groups.

Fathers' involvement in the schooling of the children has a great influence on their achievement. Nord and Winquist (1999) conducted a study to find out fathers' involvement in their children's education. Findings indicated that children are more likely to do well academically, to participate in extra-curricular activities and to enjoy school if their fathers have high involvement in their schools. Children in single-parent homes are particularly at a disadvantage because they most often experience a reduction in the number of adult role models who are available to them. The reduction of adult role models, in turn, may result in the child missing out on resources that could have been invested by the absent parent (Heard, 2007).

Phares, Fields and Kamboukos (2008) initiated a study on fathers' and mothers' involvement with their adolescence. The study found that mothers are spending more time with their adolescents than

did fathers. Both mothers and fathers agreed that mothers had more responsibility for adolescents discipline, daily care and recreational activity. Anila (2009) conducted a study on the influence of parenting styles on mental health of adolescent students. The result showed that there is a significant difference in mental health between the different parenting styles for the sub-samples based on gender, locale and socio economic status of the students. Suarez-Orozco *et al.* (2010) found that the absence of either parent can have detrimental effects on the academic achievement of immigrant students. For instance, maternal and paternal absence has been associated with reduced academic success, with prolonged periods of paternal absence being more detrimental to child outcomes.

In the present social context, parents are more interested in the matters related to the education of their students when compared to the past decades. Fathers and mothers are both striving hard for the high achievement of their children. At the same time, the children who are separated from their fathers for variety of reasons and who are compelled to live under the care of mothers need double attention in their education related affairs, especially during the adolescence period. Such students are sent to government, aided and unaided schools; though a large number is sent to unaided schools or otherwise called English Medium schools. So, it is relevant to study whether the parental attention such students receive has any influence on their academic achievement in the secondary level schooling.

**OBJECTIVES OF THE STUDY**

The study had the following objectives:

1. To find out the level of Achievement of high school students with different levels of Parental Attention for the total sample.
2. To compare the level of Achievement of secondary school students with different levels of Parental Attention between the equivalent sub samples.

**HYPOTHESES**

1. Academic achievement of students of expatriate parents who study in government schools is not influenced by the parental attention they receive.

2. Parental attention has no influence on academic achievement of students of expatriate parents who study in aided schools.
3. Academic achievement of students of expatriate parents who study in unaided schools is not influenced by the parental attention they receive.

**METHODOLOGY**

Survey method was used for the purpose of research. A sample of 600 students was collected using stratified random technique. Sample covered government, aided and unaided schools; all from both male and female students. A self made Inventory was used to collect the needed data for the study on Parental Attention. Annual examination marks of Std. VIII were taken as the measure of Achievement. Estimation of percentage, the mean, SD and t-test were employed to analyze the data.

**ANALYSIS**

**Classification on the basis of Parental Attention**

The total sample was classified into three groups on the basis of the score obtained in the inventory. They are:

- ◆ Students who get High Parental Attention.
- ◆ Students who get Average Parental Attention.
- ◆ Students who get Low Parental Attention.

For this classification, first the mean of the total scores was found and then the standard deviation also. Mean +1 s and above were treated as High Parental Attention and mean -1 s and below were treated as Low Parental Attention. The rest were treated as Average Parental Attention. The mean score was 172.225. The standard deviation was 13.137 Hence, the score 185 and above were considered to be with High Parental Attention, the score between 184 and 160 were to be with Average Parental Attention and the score 159 and below were to be considered with Low Parental Attention.

Table 1 shows the number of rural students and urban students who get different types of parental attention and their percentage of achievement.

**Table 1:** Percentage of Achievement of the samples based on type of school (N=600)

Level of Parental Attention	Samples	N	% of Achievement
High Attention	Government	17	59
	Aided	33	59
	Unaided	54	84
Total		<b>104</b>	72
Average Attention	Government	96	54
	Aided	152	57
	Unaided	139	74
Total		<b>387</b>	63
Low Attention	Government	37	53
	Aided	55	54
	Unaided	17	69
Total		<b>109</b>	56

N = 600

**I. Comparison of The Level of Achievement of Students of Government Schools in High Attention, Average Attention and Low Attention Groups**

At first the investigator compared the levels of achievement of the students of government schools who get high parental attention, average parental attention and low parental attention. Details of the analysis are given below.

**1. Comparison of the Level of Achievement between students of government schools with High Parental Attention and students of government schools with Average Parental Attention**

**Table 2:** Comparison of the Level of Achievement between Govt. School students with High Parental Attention and Govt. School students with Average Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
Achievement	Govt. School students with High Attention		Govt. School students with Average Attention			
	N1	P1	N2	P2		
	17	59	96	54	0.3819	NS

Note: NS= Not Significant.

From Table 2, it is clear that the critical ratio for Achievement between students of government

schools who get High Parental Attention and students of government schools who get Average Parental Attention is 0.3819. It indicates that there is no significant difference in Achievement between students of government schools who receive High Parental Attention and those who receive Average Parental Attention because the critical ratio is 0.3819 which is less than the table value for significance at 0.05 levels.

**2. Comparison of the Level of Achievement between students of government schools with High Parental Attention and students of government schools with Low Parental Attention**

**Table 3:** Comparison of the Level of Achievement between Govt. School students with High Parental Attention and Govt. School students with Low Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Govt. School students with High Attention		Govt. School students with Low Attention			
	N1	P1	N2	P2		
Achievement	17	59	37	53	0.4116	NS

Note: NS= Not Significant.

From Table 3, it is clear that the critical ratio for Achievement between students of government schools who get High Parental Attention and students of government schools who get Low Parental Attention is 0.4116. It indicates that there is no significant difference in Achievement between students of government schools who receive High Parental Attention and those who receive Low Parental Attention because the critical ratio is 0.4116 which is less than the table value for significance at 0.05 levels.

**3. Comparison of the Level of Achievement between students of government schools with Average Parental Attention and students of government schools with Low Parental Attention**

From Table 4, it is clear that the critical ratio for Achievement between students of government schools who get Average Parental Attention and students of government schools who get Low

Parental Attention is 0.3819. It indicates that there is no significant difference in Achievement between students of government schools who receive Average Parental Attention and those who receive Low Parental Attention because the critical ratio is 0.3819 which is less than the table value for significance at 0.05 levels.

**Table 4:** Comparison of the Level of Achievement between Govt. School Students with Average Parental Attention and Govt. School students with Low Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Govt. School students with Average Attention		Govt. School students with Low Attention			
	N1	P1	N2	P2		
Achievement	17	59	96	54	0.3819	NS

Note: NS= Not Significant.

**II.** Comparison of the Level of Achievement of Students of Aided Schools in High Attention, Average Attention and Low Attention Groups

After comparing the levels of achievement of the students of government schools, the investigator compared the levels of achievement of students of aided schools who get high parental attention, average parental attention and low parental attention. Details of the analysis are given below.

1. Comparison of the Level of Achievement between students of aided schools with High Parental Attention and students of aided schools with Average Parental Attention

**Table 5:** Comparison of the Level of Achievement between Aided School Students with High Parental Attention and Aided School students With Average Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Aided School students with High Attention		Aided School students with Average Attention			
	N1	P1	N2	P2		
Achievement	33	59	152	57	0.2103	NS

Note: NS= Not Significant.

From Table 5, it is clear that the critical ratio for Achievement between students of aided schools who get High Parental Attention and students of aided schools who get Average Parental Attention is 0.2103. It indicates that there is no significant difference in Achievement between students of aided schools who receive High Parental Attention and those who receive Average Parental Attention because the critical ratio is 0.2103 which is less than the table value for significance at 0.05 levels.

2. Comparison of the Level of Achievement between students of aided schools with High Parental Attention and students of aided schools with Low Parental Attention

**Table 6:** Comparison of the Level of Achievement between students of aided schools with High Parental Attention and students of aided Schools with Low Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Aided School students with High Attention		Aided School students with Low Attention			
	N1	P1	N2	P2		
Achievement	33	59	55	54	0.4574	NS

Note: NS= Not Significant.

From Table 6, it is clear that the critical ratio for Achievement between students of aided schools who get High Parental Attention and students of aided schools who get Low Parental Attention is 0.4574. It indicates that there is no significant difference in Achievement between students of aided schools who receive High Parental Attention and those who receive Low Parental Attention because the critical ratio is 0.4574 which is less than the table value for significance at 0.05 levels.

3. Comparison of the Level of Achievement between students of aided schools with Average Parental Attention and students of aided schools with Low Parental Attention

From Table 7, it is clear that the critical ratio for Achievement between students of aided schools who get Average Parental Attention and students of aided schools who get Low Parental Attention is 0.384. It indicates that there is no significant difference in Achievement between students of aided

schools who receive Average Parental Attention and those who receive Low Parental Attention because the critical ratio is 0.384 which is less than the table value for significance at 0.05 levels.

**Table 7:** Comparison of the Level of Achievement between Aided School Students with Average Parental Attention and Aided School students with Low Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Aided School students with Average Attention		Aided School students with Low Attention			
	N1	P1	N2	P2		
Achievement	152	57	55	54	0.384	NS

Note: NS= Not Significant.

**III.** Comparison of the level of achievement of students of unaided schools in high attention, average attention and low attention groups

After comparing the levels of achievement of the students of aided schools, the investigator compared the levels of achievement of students of unaided schools who get high parental attention, average parental attention and low parental attention. Details of the analysis are given below.

1. Comparison of the Level of Achievement between students of unaided schools with High Parental Attention and students of unaided schools with Average Parental Attention

**Table 8:** Comparison of the Level of Achievement between Unaided School students with High Parental Attention and Unaided School Students with Average Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Unaided School students with High Attention		Unaided School students with Average Attention			
	N1	P1	N2	P2		
Achievement	54	84	139	74	1.4818	NS

Note: NS= Not Significant.

From Table 08, it is clear that the critical ratio for Achievement between Unaided School students who get High Parental Attention and Unaided School students who get Average Parental Attention is 1.4818. It indicates that there is no significant difference in Achievement between Unaided School students who receive High Parental Attention and those who receive Average Parental Attention because the critical ratio is 1.4818 which is less than the table value for significance at 0.05 levels.

2. Comparison of the Level of Achievement between Unaided School students with High Parental Attention and Unaided School students with Low Parental Attention

**Table 9:** Comparison of the Level of Achievement between Unaided School Students with High Parental Attention and Unaided School students with Low Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Unaided School students with High Attention		Unaided School students with Low Attention			
	N1	P1	N2	P2		
Achievement	54	86	17	69	1.3484	NS

Note: NS= Not Significant.

From Table 9, it is clear that the critical ratio for Achievement between Unaided School students who get High Parental Attention and Unaided School students who get Low Parental Attention is 1.3484. It indicates that there is no significant difference in Achievement between Unaided School students who receive High Parental Attention and those who receive Low Parental Attention because the critical ratio is 1.3484 which is less than the table value for significance at 0.05 levels.

3. Comparison of the Level of Achievement between Unaided School students with Average Parental Attention and Unaided School students with Low Parental Attention

From Table 10, it is clear that the critical ratio for Achievement between Unaided School students who get Average Parental Attention and Unaided School students who get Low Parental Attention is 0.4383. It indicates that there is no significant difference in Achievement between Unaided School

students who receive Average Parental Attention and those who receive Low Parental Attention because the critical ratio is 0.4383 which is less than the table value for significance at 0.05 levels.

**Table 10:** Comparison of the Level of Achievement between Unaided School Students with Average Parental Attention and Unaided School students with Low Parental Attention

Variable	Sample				Critical Ratio	Level of Significance
	Unaided School students with Average Attention		Unaided School students with Low Attention			
	N1	P1	N2	P2		
Achievement	139	74	17	69	0.4383	NS

Note: NS= Not Significant.

From the above comparisons, it is clear that the percentages of Achievement of students of government, aided and unaided schools in High Parental Attention Group is 59, 59 and 84 respectively. The percentages of Achievement of students of government, aided and unaided schools in Average Parental Attention Group is 54, 57 and 74 respectively. The percentages of Achievement of students of government, aided and unaided schools in Low Parental Attention Group is 53, 54 and 69 respectively.

## FINDINGS

- ♦ There is no significant difference between the percentages of Achievement of students of government schools who get High, Average or Low Parental Attention.
- ♦ There is no significant difference between the percentages of Achievement of students of aided schools who get High, Average or Low Parental Attention.
- ♦ There is no significant difference between the percentages of Achievement of students of unaided schools who get High, Average or Low Parental Attention.

## CONCLUSION

The above findings lead the researchers to the conclusion that the type of school where the students

of expatriate parents study has no influence on their achievement. Comparatively, the unaided schools have better infra structure and more facilities for learning than the government and aided schools. They also keep up good relation between the school and home. But, there also the parental attention shows no influence on the children’s achievement. The reason behind it may be that the children of expatriate parents are not under their strict control. When either of the father or the mother is absent at home, the other fails to manage the children. The solution for this problem lies in creating a strong bond and clear channel between the parents and teachers.

In all the above three types of schools, the teachers may give a special attention to the children of expatriate parents. Special classes on school subjects, motivation sessions, value education and etc. may be arranged for such students. Parents of such students may be provided with some tips that lead them towards effective parenting. School may conduct variety of programs like cultural fest, sports fest and other celebrations in which students and parents can attend together. Parents should have a clear idea about the day today activities of the school because it may lead the children towards serious schooling. Teachers, parents and students may take it as a joint venture to create academic atmosphere in the school so that it will lead towards better result.

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