

# Impact of Parental Engagement on Academic Achievement in School-age Children

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DOI: <https://doi.org/10.36348/sjnhc.2024.v07i11.002>

| Received: 03.10.2024 | Accepted: 12.11.2024 | Published: 16.11.2024

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## Abstract

Parent's participation in their child's education creates academic progress. A quantitative approach was adopted in this study and non experimental exploratory research design. A non probability convenient sampling technique was used among 300 parents of school age children various statistical tests were adapted. Questionnaire was confined to the areas of Epstein's six different types of involvement which included parenting, communicating, volunteering, learning at home, decision making and collaborating with community and Parental involvement opinionnaire was developed and referring to the 'No child left behind Act' (NCLB). The study showed, 295 parents has shown full parental involvement in academic performance, 5 of them showed partial involvement and no one showed any involvement in academic performance of their child. Final results revealed 178 children were having good academic performance and 118 were having average academic performance and 4 of them shown poor academic performance. In study group there was highly significant difference of parental involvement i.e.  $P < 0.005$  and no significant difference of academic performance i.e.  $P > 0.05$ . The conclusion is that there is no significant difference between the parental involvement and academic performance of the child.

**Keywords:** Parental involvement; Academic performance; *Types of Involvement*; School age.

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## INTRODUCTION

### BACKGROUND

On an international scale, parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. From an ecological framework, reciprocal positive interactions between these two key socializing spheres – families and schools – contribute positively to a child's socioemotional and cognitive development (Bronfenbrenner, 1987). Educational achievement is said to one of the major achievement in life. Academic performance is considered as the basis for selection for higher education and jobs. It is supposed to bring about and contribute towards the prosperity, happiness, satisfaction and well-being of the individual. Researchers and policy makers have long known that family background is an important determinant of success in school. A well-rounded family and stable environment is most likely to give a child a positive future and influence. Parental involvement is an awareness of schoolwork, understanding of the interaction between parenting skills and student's success in schooling. According to the research of

Epstein (2001) children learn and develop through three overlapping "spheres of influence:" family, school, and community. Students who have support from their parents at home show better performance at school, while students lacking support are struggling.

### Need for the Study

A child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Parental involvement may be an essential factor in the development of the foundation in children's education. In spite of this, many parents do not appear to be getting involved in their children's education. This lack of involvement may have a negative impact on student performance in and out of the classroom and ultimately affect their continuing educational development and success.

### Review of Literature

Desforges and Abouchaar (2003) there are many opportunities for parents to play a role in children's learning. Parental involvement is an important factor in children's learning, which is the umbrella term for many different activities, including raising children at home,

assisting children with their homework, discussing with teachers, taking part in school activities, and participating in school governance).

Epstein (2010) proposed a widely accepted model to explain the varying degrees of parental involvement. Four types of parental involvement were identified in her research: (1) The basic obligation of parental education; (2) communication between school and family; (3) parental involvement in the school; and (4) parents' involvement in family learning activities Liu *et al.*, (2010) emphasized the role of parental instruction and encouragement in online learning. Parental instruction is the guidance of children's learning, and parental encouragement is the counseling and encouragement of children's mental level and learning motivation.

The study included 498 parents or guardians whose children attended second and third grade in 16 public schools with high levels of socioeconomical vulnerability (over 85% according to official records of the schools) within three different regions in Chile (Libertador Bernardo O'Higgins, Maule and Araucanía). Parents and guardians were aged between 20 and 89 years old ( $M = 35.02$ ,  $SD = 7.02$  for parents,  $M = 59.27$ ,  $SD = 11.74$  for grandparents and  $M = 43.14$ ,  $SD = 15.41$  for other guardians) and students between 7 and 12 ( $M = 8.30$ ,  $SD = 0.93$ ). The majority of them were mothers (83.9%). The majority of fathers and mothers had completed high school (33.1 and 40.6%, respectively), followed by elementary education (28.1 and 23.3%, respectively), no education completed (17.3% for both), professional title (7.2 and 6.8%, respectively) and university title (4.4 and 4.6%, respectively). This study is part of a wider project focusing on the effectiveness of interventions aimed at strengthening the link between families and schools.

## MATERIALS AND METHODS

### Research Design:

The design adopted for the present study was non experimental, exploratory research design. It identifies and explores the relationship between parent involvement and academic performance of the school age children.

### Setting and Participants of the study:

The setting for this particular study was proposed to various schools of Pune city.

- Pune Cambridge Public school, Bharathi Vihar, Katraj (Marathi medium).
- St. Hildas Marathi medium school, Swargate.
- Abha Saheb Atre English medium school, Rasta peth.
- Eon Gyankar English medium school, Kharadi.
- Bharathi Vidyapeeth English medium school, Katraj.

### Population:

Population is a group whose members possess specific characteristics that the researcher is interested in studying. In this study; the population will be all the parents of the school children of class III to class VII.

**Sample and sampling technique:** The sampling technique used in this study was non probability convenient method of sampling.

**Sample size:** Sample size of this study was 300 parents (father or mother) of school children of class 3<sup>rd</sup> to 7<sup>th</sup> STD.

### Inclusion Criteria:

- This study was confined to the parents who are willing to participate in this study.
- This study will include parents of school age children of class III to VII STD.
- This study was confined to the parents whose children are from Marathi or English medium.
- Study was confined to the parents, to those who can read and understand English or Marathi.

**Exclusion criteria:** Parents who are not staying with their children

### Instruments:

#### Data collection techniques and instrument:

The technique of questionnaire design is used to assess the parental involvement in the academic performance of their school children. Questionnaire was considered to be the most efficient and objective method. The samples were selected; the investigator approached the concerned authority of schools and discusses the purpose and objectives of study. A self structured questionnaire was administered by the investigator herself. The duration of data collection was 20 to 30 minutes per sample.

## RESULTS AND DISCUSSIONS

Frequency and percentage distribution of selected demographic characteristics of parent and child. Informers were both father and mother were included, from that total number of father were 177 i.e. 59 % and mothers were 123 i.e. 41 % out of 300 samples. 65.67% of Mothers between age group of 31-40yrs were involved than other age group and 72% of fathers between age group of 31-40 yrs were involved in the academic performance of their child at school. Majority of the parents were from nuclear type of family i.e. 74% and 26% were from joint families and most of them family income ranges from 5001 to 10,000 Rs per month. In the demographic data of the children majority of them were between age group of 11-12 yrs. Majority of the children were from class IV and according to birth order most of them were 2<sup>nd</sup> or the youngest child.

The data shows that maximum of 98.33% parents were having full parental involvement and 1.67% were having partial parental involvement respectively. No parents were seen who are not involved in the academic performance of the child. Mothers who completed their secondary education were more involved in the academic performance of the child where as father who completed their graduates were more involved.

59.33% of children were having good academic performance in the school where as 39.33% were average and 1.33% children need supervision in the academic performance respectively.

177 numbers of children were having good academic performance as there was full parental Involvement and 114 were having average. This association was calculated by using chi- square, which came to be 3.53,  $P > 0.05$ . As p value is greater than 0.05, there is no association between parental involvement and academic performance in study group.

This was tested by using Mann Whitney test and ANOVA. There is no significant difference of parental involvement and academic performance of child according to informer i.e.  $P > 0.05$  as Parental involvement 'z' value is 3.37 and for academic performance, 'z' value is 0.25,  $p > 0.05$ . There is no significant difference of parental involvement and academic performance of child according to mother age and fathers age i.e.  $P > 0.05$ . There is no significant difference of parental involvement of child according to mother education i.e.  $P > 0.05$  and significant difference of academic performance of child according to mother education i.e.  $P < 0.05$ . There is no significant difference of parental involvement and academic performance of child according to father education i.e.  $P > 0.05$ . There is no significant difference of parental involvement and academic performance of child according to working mother i.e.  $P > 0.05$  There is no significant difference of parental involvement and academic performance of child according to type of family i.e.  $P > 0.05$  and no significant difference of parental involvement and academic performance of child according to family income i.e.  $P > 0.05$ .

## CONCLUSION

After the detailed analysis, the study leads to the conclusion that there is no significant difference between the parental involvement and academic performance of the child. This indicates that other than parental involvement, factors such as nutrition, socio economic status, role of teachers, school environment, and role of peers, parenting approach, family size, parental attitudes, positive interpersonal support and self motivation strategies will be also responsible for the good academic performance of the child in school.

## ACKNOWLEDGMENT

I would like to express my deepest gratitude to parents who supported unconditionally to the success of this research work. Special thanks to Principal for their guidance, encouragement, and insightful feedback throughout the research work. Heartfelt thanks to librarian for providing the books and journals for the research work. I am also grateful to institution for providing the necessary resources and support.

## Declaration

- <sup>1</sup>Conceptualized the research study, designed the methodology, and supervised the overall project. Conducted data collection, analysis, and interpretation of results. Drafted and revised the manuscript.
- <sup>2</sup>Contributed to the literature review and assisted in the development of research design. Played a key role in data analysis and provided critical revisions to the manuscript.
- <sup>3</sup>Assisted in data collection, managed software/tools for analysis, and contributed to data visualization. Reviewed and provided feedback on drafts of the manuscript

**Funding:** This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

**Competing Interest:** First author who was a main supervisor and the second author contributed major in data collection are completely interested in publishing the article. No evidence of any conflict towards to this project.

**Ethical statement:** This procedure in this investigation complied with equivalent ethical standards or the 1964 Helsinki Declaration and its revisions."The ethical aspect of the study has been institutionally reviewed". Informed consent has been procured by all respondents in this study.

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