

The Role of Parental Involvement in Education

Dr. Shyam Sundar

Abstract

The study aims to investigate the significance of parental involvement in their offspring's education. Children's academic success has been greatly influenced by parental participation. It promotes a nurturing environment for learning in the child's household. However, a child's educational journey is significantly shaped by the home learning environment, which has a well-documented impact on children's academic success.

The primary data collection technique has been employed in this study; hence, a survey was conducted using Google Forms with a questionnaire consisting of thirteen questions and three demography-related questions. From the data analysis through SPSS, the "p-value" of the variables of 0.000 signifies that the variables studied in this correlation study are strongly correlated; hence, the alternative hypotheses are accepted. Acknowledging the consequences of this environment and encouraging procedures that authorise parents to design a supportive and stimulating learning space is crucial for boosting academic success among children.

In conclusion, parental involvement in school and how it affects students' academic achievement cannot be overstated. A thorough investigation has indicated that proactive parental involvement creates a positive learning atmosphere, improves academic performance, and helps ensure a child's long-term success.

Keywords: Parental Involvement, Education, Academic Achievement, Home Learning Environment, Parent-Child Communication

Introduction

Education is a cornerstone of personal and societal development, promoting knowledge, critical thinking, and the evolution of fundamental skills. According to Barger et al. (2019), parental involvement in their children's education plays a significant role in determining the quality of education and the actions of educators and institutions. The concept of parental participation in education is complex and encompasses a wide range of actions, viewpoints, and activities that parents engage in to learn about their children's academic experiences. Over the decades, studies have shown that parental involvement has been crucial in shaping a child's educational outcomes. As per the statement of *Ishimaru (2019)*, it stretches beyond simply administering homework or attending parent-teacher meetings. It involves building a supportive home environment, setting effective communication channels, and supporting educational excellence. Parental participation enhances children's academic performance and overall educational knowledge.

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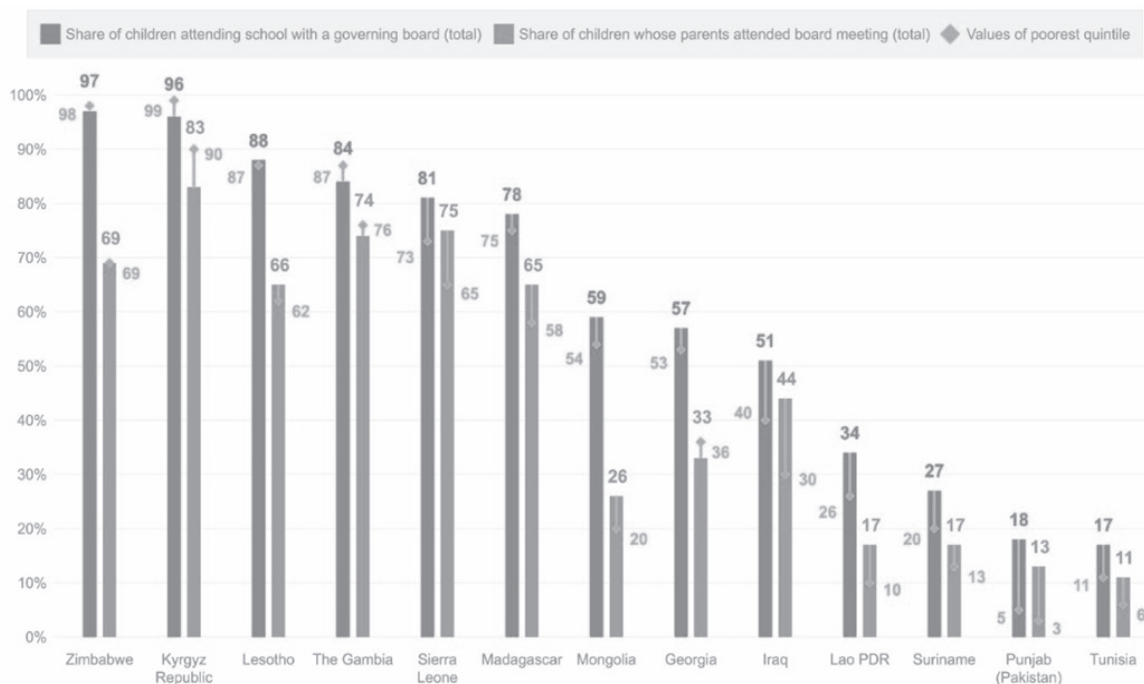


Figure 1: Parental involvement in children's learning
(Source: UNICEF, 2023)

The above figure displays parental participation in children's learning across the different regions of the world. According to UNICEF's MICS6 surveys, parental engagement levels in schools vary greatly and are greatly influenced by the presence or absence of governing boards in the schools. It clarifies institutional structures' role in encouraging or impeding parental involvement in schooling. Almost every student in countries like Zimbabwe and the Kyrgyz Republic attended schools with governing bodies. Conversely, in Tunisia and Punjab (Pakistan), less than 20% of children attend schools using these kinds of boards. This research emphasises how crucial school governance systems have been in determining how parents participate in their children's education. It highlights the need for educational policies that support and foster parental involvement at the institutional level since this will ultimately improve student outcomes and educational quality.

The significance that parental engagement plays in their kids' education is examined in this research.

Objectives

The following covers this study's primary objectives.

1. To investigate how parental participation affects children's academic achievement
2. To investigate the impact of children's home learning environment on their academic performance.
3. To draw attention to the relationship between children's academic achievement and their social environment.
4. To assess how parent-child communication contributes to children's educational performance.

Research Questions

The following highlights some of the questions that have been generated to direct this investigation.

1. What effect does parental participation have on kids' academic success?
2. What impact does a child's home learning environment have on their academic achievement?
3. What connection exists between children's academic achievement and their social status?
4. How does parent-child communication affect a child's ability to succeed in school?

Hypotheses

The important hypotheses developed from the questions and objectives related to parental involvement in education are underpinned below.

H₁: Raised parental involvement positively influences higher academic attainment in children.

H₂: A facilitative home learning environment positively correlates with children's academic attainment.

H₃: Higher socioeconomic status is correlated with enhanced academic attainment in children.

H₄: Effective parent-child communication significantly affects the academic attainment of children.

Gender disparities in parental participation in education are an essential issue in the broader topic of parental involvement. This issue underscores disparities in how parents are usually perceived and motivated to participate in their children's educational expedition. As per the consideration of *Silinskas & Kikas (2019)*, traditionally, there has been a gendered split of roles in parenting, where mothers have been more closely linked with nurturing and educational support, while fathers have been more attentive to supplying financial support. This conventional division of roles can lead to distinctions in how mothers and fathers are immersed in their children's education. As per the conception of *Bond and Bedenlier (2019)*, there are disparities in academic attainment between boys and girls, with one gender beating the other in distinct subjects or domains. These differences can have long-term implications for educational and career prospects.

The below figure has articulated the gender disparities in educational attainment worldwide by the year 2020. As per the Global Gender Gap Report 2020, disparities exist in educational attainment between males and females. While 91 per cent of males worldwide had attained primary education, slightly fewer females, at 88 per cent, had attained the same level of education. The disparity between the genders in primary school accomplishment may have an impact on how different genders of parents approach and engage with their kids' education. The Global Gender Gap Index, which benchmarks gender disparities in different fields, including education, economic participation, health and political empowerment, highlights the significance of addressing gender inequalities on a broader scale. In the year 2020, Iceland appeared as the leading nation with a score of 0.87, indicating a moderately smaller gender gap across these areas.

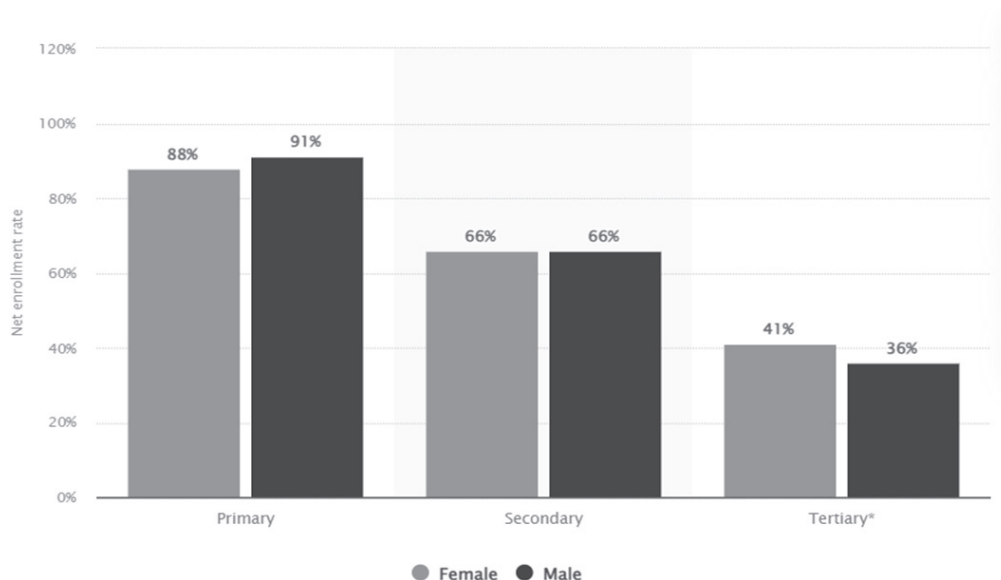


Figure 2: Gender disparities in educational attainment worldwide, 2020
(Source: Statista, 2023)

Literature Review

Impact of Parental Involvement on the Academic Attainment of Children

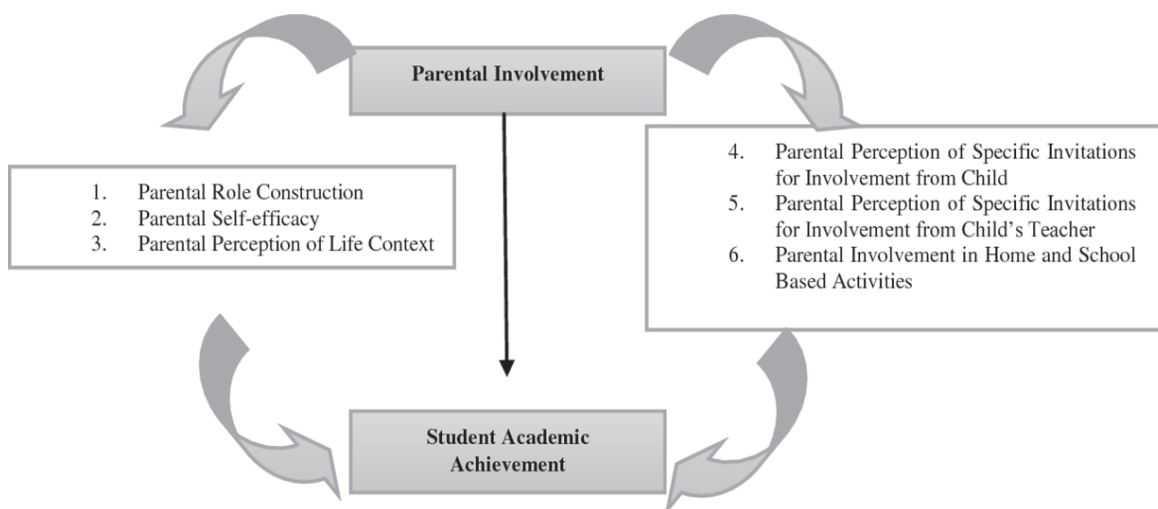


Figure 3: Academic achievement and parental participation concerning each other
Source: Influenced by (Netolicky, 2020)

Parental participation has played a vital role in shaping children's academic performance. As per the view of Netolicky (2020), parental participation promotes a supportive learning atmosphere at home. Parents who encounter educational activities, such as reading with their kids, supporting them with homework, and discussing school topics, form an environment where learning is esteemed and cultivated. This early orientation to learning experiences at home can lay a firm basis for a child's academic journey. Furthermore,

active parental involvement rises to school-related activities. As per *Owusu-Fordjour, Koomson, and Hanson's (2020)* statement, observing parent-teacher conferences and school meetings and participating in parent-teacher collaborations permits parents to stay informed about their child's improvement, stability and areas requiring modification. This communication channel between parents and educators is crucial for promptly specifying and managing educational requirements.

Influence of the Parental Learning Environment on the Academic Performance of Children

One well-established and crucial factor in determining a child's educational path is the effect of the home learning environment on academic success. As per the consideration of *Silinskas and Kikas (2019)*, this sophisticated environment contains a degree of features within the home that can significantly influence a child's academic achievement. The presence of a facilitative home learning environment makes an environment that promotes a love for learning. Children with access to educational resources and a peaceful space for studying or reading have more potential to encounter academic activities (*Garbe et al. 2020*). This early orientation to a supportive learning environment can set the setting for a lifelong adoration for knowledge.

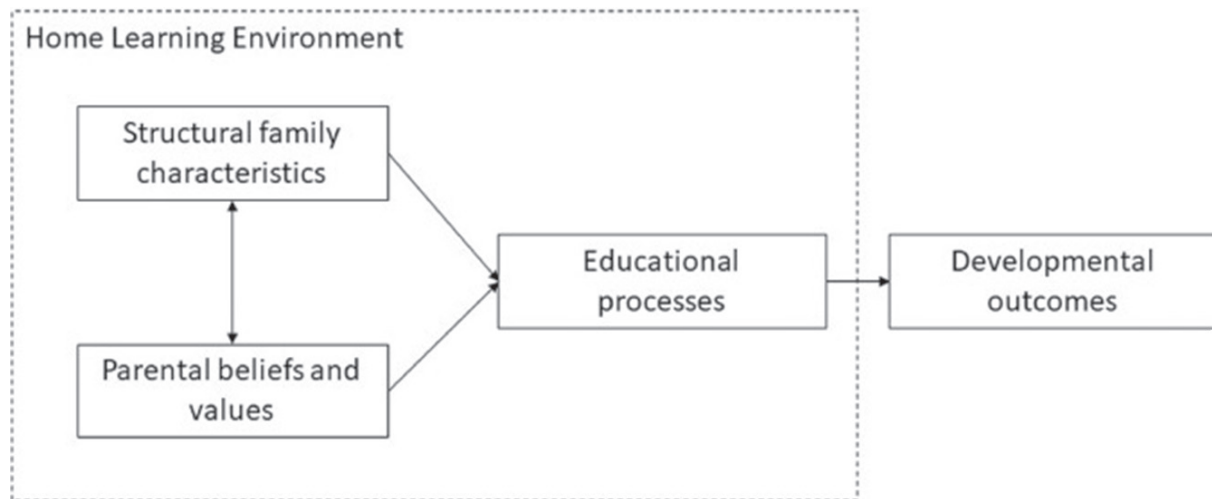


Figure 4: Home learning environment on the academic performance
(Source: Influenced by Romero et al. 2020)

Moreover, parents who vigorously commit to their children's learning at home have played a critical role in improving academic performance. As per the consideration of *Romero et al. (2020)*, reading to young kids, supporting them with homework, and immersing them in educational games all contribute to a child's cognitive development and academic readiness. These interchanges not only strengthen classroom learning but also reinforce the parent-child bond. Beyond the physical resources and interactions, parents' perspectives and anticipations concerning education are essential. Parents who highlight the significance of education and set high expectations for their children's academic success build a motivational atmosphere. When children feel that their parents value education, they have more potential to invest effort into their studies, set objectives, and seek excellence.

Relationship between Socioeconomic Status and the Academic Attainment of Children

The relationship between socioeconomic status (SES) and children's academic attainment is a complicated and broadly studied phenomenon. SES, generally defined by factors such as income, education, and parents' occupation, substantially impacts a child's educational journey and results. As per the comment of *Owusu-Fordjour, Koomson, and Hanson (2020)*, one of the most prominent aspects of this correlation is the influence of SES on access to educational resources. Families with higher SES usually have more economic means to supply their children with a spectrum of educational possibilities. These benefits can have a direct influence on the academic performance of the child. Moreover, SES can influence the resilience and quality of a child's home environment. Spinelli et al. (2021) state that families with higher SES have more prominent access to safe and sound housing, nutritious meals, and healthcare. These elements can contribute to a child's well-being and willingness to understand. Contrarily, children from lower SES environments may face more notable difficulties regarding housing fluctuation, food insecurity, and narrow access to healthcare, impacting their ability to concentrate on their studies.

Socioeconomic status has also played a crucial function in the availability of enrichment possibilities outside of school; as per the statement of *Kaden (2020)*, kids from higher SES families are more likely to participate in activities that improve their cognitive as well as social development, such as music lessons, sports, and several cultural experiences. These adventures can boost aptitudes worthwhile for academic success, such as time management, discipline, and critical thinking. As *Galindo, Sonnenschein, and Montoya-Ávila (2019)* demonstrated, SES can impact parental involvement in education. Parents with higher SES usually have more adaptable schedules and resources to encounter in their children's education actively. They may minister to parent-teacher conferences, volunteer at schools, as well as deliver academic reinforcement at home. This raised involvement can positively influence a child's motivation, self-esteem, as well as academic performance.

Relevant Theory

Walberg's theory of academic achievement

Walberg's theory, usually called the "Educational Productivity Model", delves into the sophisticated factors contributing to educational success. While this theory contains different features, it aligns significantly with the topic of academic achievement and its support. As per the view of *Bol (2020)*, individual student features have played a key role in educational attainment. These features contain cognitive capabilities, stimulation, prior knowledge, and self-regulation. Learners who maintain solid cognitive skills, inherent motivation, and productive study habits have more potential to excel academically. In the topic context, comprehending and nurturing these student-centred facets is critical to encouraging academic success. *Guhn, Emerson, and Gouzouasis (2020)* emphasised the significance of the home environment in sustaining academic achievement. Characteristics such as parental involvement, socioeconomic status, and the availability of educational resources at home greatly impact a child's willingness to learn. Parental involvement is committed parents can improve their child's academic journey via support, guidance, as well as incentive.

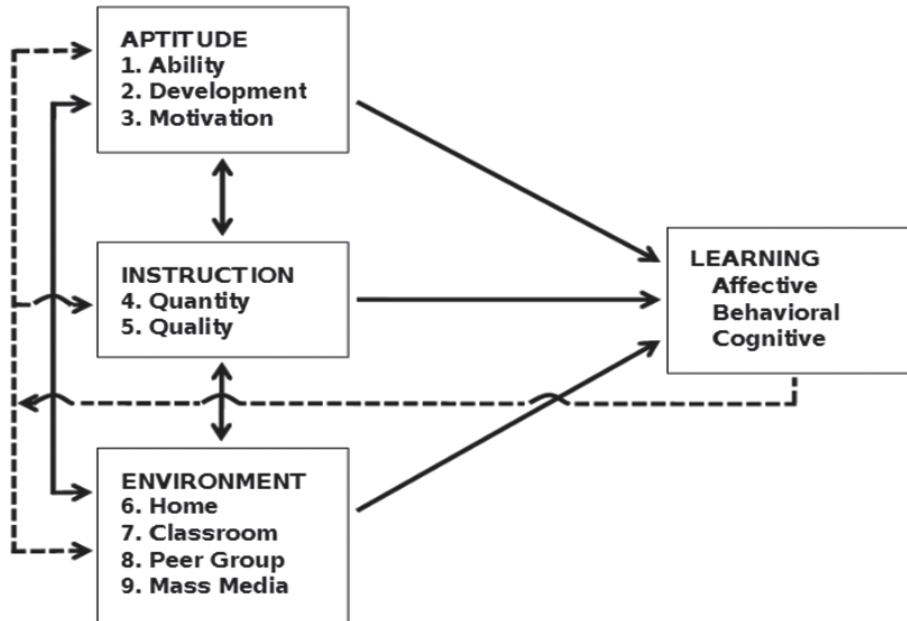


Figure 5: Walberg's theory of academic achievement
(Source: Influenced by Bayrakdar & Guveli, 2020)

According to the theory, effort and time are crucial determinants of academic achievement. This aligns with the knowledge that maintaining effort, practice, and time devoted to education are fundamental to success. It highlights the significance of perseverance and responsibility in achieving academic goals. As per the comment of Bayrakdar and Guveli (2020), this theory emphasises the function of anticipation and feedback in designing academic performance. When teachers set high anticipations for learners and deliver constructive feedback, learners are encouraged to seek excellence. This element echoes the topic, as parental and teacher anticipations can significantly influence a child's academic motivation and self-belief.

Methodology

Data Collection

The "primary data collection" technique has been employed in this study due to several reasons. A survey was conducted using Google Forms with a questionnaire consisting of thirteen questions and three demography-related questions.

This data gathering is crucial as it delivers authentic, accurate, and context-specific data and information essential for studies, decision-making, and problem-solving. As per the notion of *Al-Ababneh (2020)*, it provides data accuracy and relevancy by authorising investigators to develop data collection procedures aligned with their goals. This fresh data equips precise acuties, grabs real-time information, and contributes to the growth of new learning, making it necessary in fields varying from academia to trade as well as policymaking (*Ayed et al., 2019*). In this context, this method has proposed a complete insight into parental involvement, analysing its nuances and developing valuable data to inform approaches to improve children's educational experiences through enhanced parental engagement.

Data Analysis

In this study, “quantitative data analysis” through “SPSS” has been preferred because it is a systematic method of analysing numerical data to extract meaningful perspicuity and draw conclusions. As per the view of *Al-Ababneh (2020)*, this method has allowed investigators to create evidence-based decisions, this analytical approach has delivered empirical proof of the correlation between parental involvement and academic outcomes, contributing to a more in-depth acquaintance of the topic and informing evidence-based educational policies and practices.

Findings

Demographic Characteristics of the participants

Gender

1. What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	20	36.4	36.4	36.4
	Male	25	45.5	45.5	81.8
	Prefer not to say	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Table 1: Frequency of gender distribution (Source: SPSS)

As per the above figure, the “demographic analysis” displays a remarkable “gender distribution” among the participants in this study, which aligns with the topic of parental involvement’s role in children’s education. Twenty of the fifty-five respondents were recognised as female, while twenty-five were considered male. On the other hand, 10 participants decided not to uncover their gender preferences. This balanced gender model assures that this study’s findings contain diverse viewpoints, mirroring the diverse viewpoints on parental involvement in children’s educational attainment.

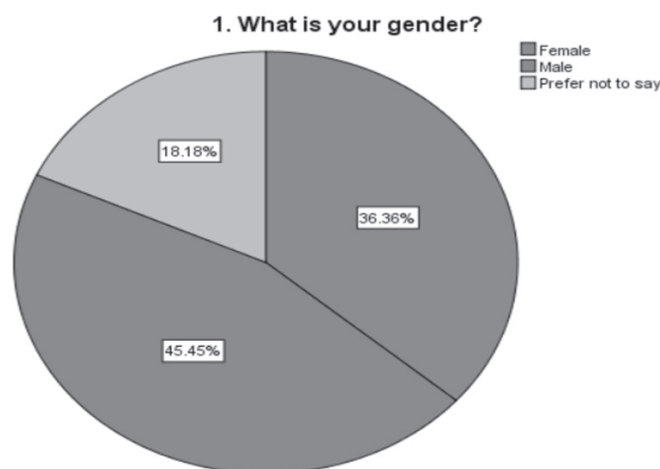


Figure 6: Percentage of gender distribution (Source: SPSS)

This analysis shows the percentage of gender distribution that strongly aligns with the study concentrating on parental involvement's role in children's educational attainment. Among the 55 respondents, 36.36% were specified as female, while 45.45% were recognised as male. On the other hand, 18.18% of participants opted not to unveil their gender preference.

Age Bracket

2. What is your age bracket?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-40 Years	20	36.4	36.4	36.4
	40-50 Years	15	27.3	27.3	63.6
	Above 50 Years	10	18.2	18.2	81.8
	Below 30 Years	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Table 2: Frequency of participants as per the age bracket (Source: SPSS)

The above figure has articulated the “demographic analysis” by the age range. The data reveals a well-distributed degree of respondents across different age groups such as 20 aged 30 to 40, 15 aged 40 to 50, 10 aged above 50 years and also below 30 years. This wide representation permits the researcher to examine how different generations of parents interact with the educational performance of children.

2. What is your age bracket?

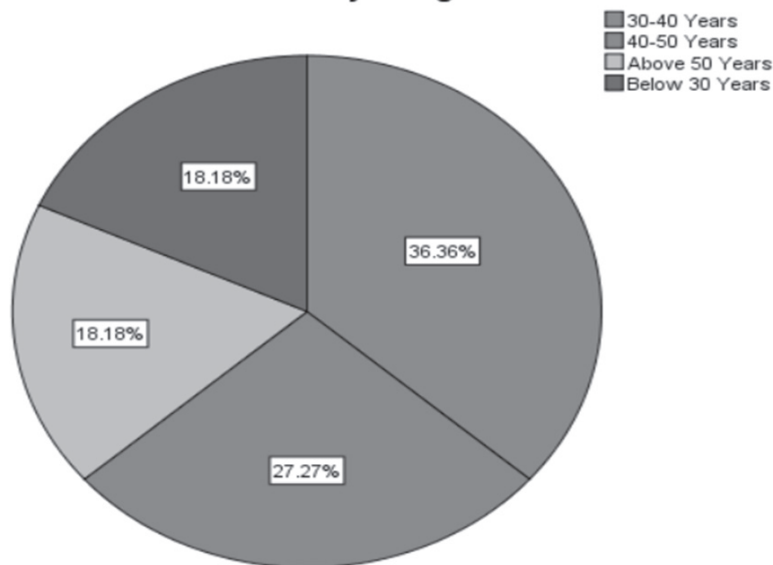


Figure 7: Percentage of participants by age range (Source: SPSS)

The above figure has stated the “demographic analysis” by the age range. The data reveals a well-distributed degree of respondents across different age groups, such as 36.36% aged 30 to 40, 27.27% aged 40 to 50, and 18.18% aged above 50 and below 30 years. This broad representation permits the researcher to examine how different generations of parents interact with children’s educational performance.

Children Number

3. How many children do you have presently enlisted in school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.	20	36.4	36.4	36.4
	2.	20	36.4	36.4	72.7
	More	5	9.1	9.1	81.8
	None	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Table 3: Children Number of the Participants Source: SPSS)

The above figure displays the number of children of the participants who are presently enlisted in schools. As per the figure, 20 participants have 1 or 2 kids who are going to school now. 5 participants informed that they have more than 2 children who are enrolled in schools. However, 10 respondents stated that they have no kids to attend school.

3. How many children do you have presently enlisted in school?

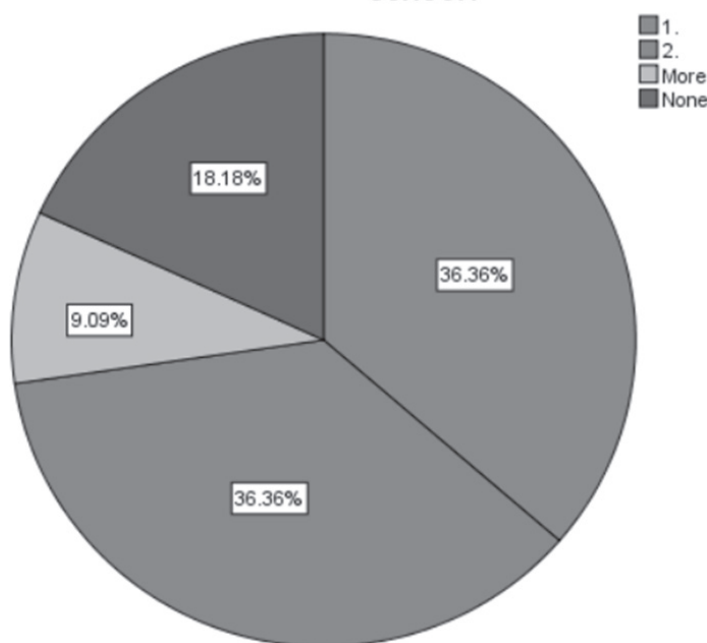


Figure 8: Children Number of the Participants (Source: SPSS)

The above figure displays the number of children of the participants who are presently enlisted in schools. As per the figure, 36.36% of participants have 1 or 2 kids attending school now. 18.18% of participants said more than two children are enrolled in schools. However, 9.09% of respondents stated that they have no kids to attend school.

Statistical Analysis

Validity Analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.500
Bartlett's Test of Sphericity	Approx. Chi-Square	297.608
	df	1
	Sig.	.000

Table 4: Validity Analysis (Source: SPSS)

The above table has articulated the “validity analysis” of the different variables of the given dataset. In this analysis, the “KMO value” stands at 0.500, and normally values above 0.5 are felt acceptable, indicating that the data is appropriate for factor analysis. While a “KMO value” of 0.500 falls just at the point of adequacy, it indicates that the data may have some impediments in states of appropriateness for factor analysis.

Reliability Analysis

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.992	.992	5

Table 5: Reliability analysis (Source: SPSS)

The above table states the “Cronbach’s alpha” of the “reliability statistics” of different dataset variables. As per the view of *Al-Ababneh (2020)*, alpha is a broadly employed measurement of internal consistency, and it quantifies the dependability of the items contained in the study instrument. An alpha value of 0.992, as fetched from the analysis, is quite remarkable. In the context of the topic, this high alpha value highlights the robustness of the study instrument.

Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
DV_Academic Achievement of the Child	55	1	5	3.73	.165	1.224	-1.024	.322	.163	.634
IV1_Parental Involvement	55	1	5	3.73	.165	1.224	-1.024	.322	.163	.634
IV2_Home Learning Environment	55	1	5	3.82	.172	1.278	-1.027	.322	.018	.634
IV3_Socioeconomic Status	55	1	5	3.82	.172	1.278	-1.027	.322	.018	.634
IV4_Parent-Child Communication	55	1	5	3.64	.167	1.238	-.781	.322	-.253	.634
Valid N (listwise)	55									

Table 6: Descriptive analysis (Source: SPSS)

The above table states the “descriptive statistics” of different variables of a given dataset. The “descriptive statistics” equipped for the DV which is academic achievement has played a paramount role in delivering a transparent and brief overview of this key metric, enhancing the knowledge of the topic. The “mean value” of 3.73 displays the “central tendency” of the data, indicating that, on average, parental involvement has a positive influence on students’ academic achievement. On the other hand, the SD of 1.224 estimates the dispersion of the data points around the mean. A higher SD indicates more significant variability in the data, while a lower SD signifies that data points are pressed closely around the mean.