



AN INVESTIGATION ON PARENTAL INVOLVEMENT AND ON CHILD ACADEMIC PERFORMANCE

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Abstract

Numerous studies have shown that when students' parents are also involved in their education, they have a greater chance of having a positive academic outcome for themselves. On the other hand, the mechanisms that could explain the relationship between these two occurrences haven't gotten a lot of attention to this point. In this work, we focus on two different processes that have the potential to be the engine that drives this connection. One of these facets is the child's belief in his or her own capabilities to learn, and another is the quality of the relationship that exists between the learner and the instructor. The research was carried out with the participation of 158 seventh-graders, in addition to their moms or other adults who assisted in the classroom. The findings provided some support for the hypothesis that there is a correlation, which may or may not be statistically significant, between parental participation and the academic success of children. The significance of this association was not affected by the fact that the child's IQ was taken into account. In a model that included various degrees of mediation between parental participation and test results on a standardized achievement test, it was discovered that the self-efficacy of the child was the only mediator that had a role in the relationship. This was the conclusion that a model reached after researching the correlation between parental participation and academic achievement. The researchers discovered that parents' involvement in their children's education moderated teachers' judgments of their students' academic development to a lower extent, but teachers' ties with their students mediated the link to a higher amount. This was one of the main takeaways from their study.

keywords: *involvement, Parent, Child*

Introduction

There has been debate among educators on the efficacy of parental involvement in the classroom for the betterment of students for decades. It's generally believed that when parents take an interest in their children's schooling, their children thrive academically. Most people believe this to be true: parents' engagement in their children's education is conditional on a variety of factors. Gender and race of students, grade level, school openness, parent-teacher relationship, class size, and student enrolment are other significant variables. Consideration must also be given to the parent-teacher connection. Both have discovered that parental



involvement positively affects children' academic success. The findings are consistent with the hypothesis that parental involvement significantly improves students' academic outcomes. Recent research indicates that there are three venues for parental involvement: the home, the school, and open channels of communication between the two. The degree to which a youngster participates in these three things can be an excellent predictor of that child's future academic success. There are two extremes of home engagement: exceptional parental involvement and overwhelming home participation. When we speak of "parental over-involvement," we're referring to a more authoritarian style of parenting, such as always keeping tabs on a child's whereabouts when they're not at home. Self-raising has been linked to reduced self-efficacy, according to the literature. Confidence in oneself rises when parents have high expectations for their children. Close relationships between parents and their children have been linked to the development of lofty aspirations and self-assurance in later life. Children's self-assurance and goals typically mirror the values and behaviors their parents model for them. It has been suggested that parental participation in their child's academics and extracurricular activities, both at home and at school, might boost the latter's performance. There is no proof that better contact between a student's house and school raises that student's grades. According to recent research, elementary schools have been the primary sites for investigating the link children's academic achievement and parental engagement. The results of the great majority of studies indicate. Here you'll find the references to the used works. They concluded that primary schools had more parent participation than secondary schools. The reason for this is that teenagers typically have more free time than younger students. There needs to be substantial investigation on whether or not parental involvement in their children's middle school education influences the academic success of those youngsters. More research should be done if there is even the slightest probability of a link.

Conclusions

White parents were found to be more involved in their children's education than Latino and African American parents. White et al. (2016) found that students' ethnicity and socioeconomic position (SES) substantially impacted their academic performance. These two elements were shown to be crucial. This becomes clearer as one progresses through their studies. It indicates that the racial achievement gap is far more pronounced in secondary school than it was in primary school. This holds true whether or whether the racial achievement gap between white and black elementary school children is ultimately bridged. However, there were no measurable racial variations in students' academic achievement, as determined by Kim and Hill (2015). This highlights the critical need for studies examining whether or not high levels of parental involvement connect favorably across racial lines with children's academic success. Several incidents during the author's first year of teaching piqued her interest in the topic of this article's investigation. She was able to teach kids from a wide variety of racial and cultural backgrounds. About 30% of the pupils were White, 30% were African-American, and 30% were Hispanic.



It appeared that students of different races performed similarly in school from one year to the next. This study suggests that students of different backgrounds in an inclusive school could have the same kind of academic success. It's becoming clear that when parents are actively engaged in their children's education, their children thrive academically. This involves doing things like requiring a lot of homework, checking up on how students are doing, and talking to them regularly. The ease with which conversations may continue between home and school is an indication of this. There is a correlation between parents' participation and their children's achievement in school. The purpose of this research was twofold: (1) to find out if parents' engagement had any bearing on their kids' academic performance, and (2) to check the validity of those findings after adjusting for things like students' racial origins.

Parental Influence on Their Children

Although educators play a vital part in a young learner's growth, it is widely acknowledged that parents have the most impact. Even if they send their kids off to school, parents shouldn't forget that they're still their kids' primary teachers. The commitment remains even when the child reaches the age of school attendance. There is no one right way for parents to be involved in their children's development and learning. Although not all parents see it as their responsibility to provide their children with a good education, the great majority of parents do everything they can to assist their children in excelling in the classroom. Examples include studying together, going to after-school events, and sports teams.

In Lecture Hall

Success in school may be gauged by how well an individual does in institutionalized learning environments including primary, secondary, and higher education. A person's "academic achievement" is how well they succeeded in school. A student's success in school might be measured in part by how well they've done in meeting their own personal goals. To visualize an employee's progress toward goals, an evaluation report plots ratings against those targets. Most schools either place an emphasis on making sure students learn transferable abilities (like critical thinking) or on making sure they learn subject-specific material (like math, reading, science, and history). Therefore, it is essential to see "academic success" as a broad concept including a variety of variables. This would imply that the criteria used to judge academic achievement are inextricably linked to the outcome. This is due to the fact that there are several methods one might utilize to thrive in school. This allows for a variety of interpretations of the problem.

In this research, we focus on the connections between parental participation and academic success at the intermediate levels.

There has been debate among educators on the efficacy of parental involvement in the classroom for the betterment of students for decades. It's generally believed that when parents



take an interest in their children's schooling, their children thrive academically. The vast majority of individuals believe this to be correct. Oswald, Zaidi, Cheatham, and Diggs Brody (2017) and Kim and Hill (2015) both discovered that parents' engagement in their children's education varies depending on a variety of factors. Gender and race of students, grade level, school openness, parent-teacher relationship, class size, and student enrolment are other significant variables. Consideration must also be given to the parent-teacher connection. Two studies, one by Kim and Hill (2015) and another by Oswald et al. (2017), indicated that parents' involvement in their children's education boosted the students' academic outcomes. The findings are consistent with the hypothesis that parental involvement significantly improves students' academic outcomes. Recent research (Anthony & Ogg, 2019) suggests that parents can be active in one of three settings: at home, at school, or through two-way communication. The degree to which a youngster participates in these three things can be an excellent predictor of that child's future academic success. There are two extremes of home engagement: exceptional parental involvement and overwhelming home participation. When we speak of "parental over-involvement," we're referring to a more authoritarian style of parenting, such as always keeping tabs on a child's whereabouts when they're not at home. Self-raising has been linked to reduced self-efficacy, according to the literature. Children who grow up in homes with high expectations from active parents tend to have more positive attitudes toward themselves. Close relationships between parents and their children have been linked to the development of lofty aspirations and self-assurance in later life. Children's self-assurance and goals typically mirror the values and behaviors their parents model for them. It has been suggested that parental participation in their child's academics and extracurricular activities, both at home and at school, might boost the latter's performance. There is no proof that better contact between a student's house and school raises that student's grades. According to recent research, elementary schools have been the primary sites for investigating the link between parental involvement and kids' academic success. The results of the great majority of studies indicate. This section includes citations from and Anthony et al. (2019). They drew the conclusion that parental involvement was greater in primary schools than in secondary schools. The reason for this is that teenagers typically have more free time than younger students. There needs to be substantial investigation on whether or not parental involvement in their children's middle school education influences the academic success of those youngsters.

If there is even a remote possibility of a connection, more study is warranted. Zhang, Hsu, Kwok, Benz, and Bowman found that white parents are more interested in their children's schooling than their Latino and African American counterparts. - Perrott, 2016. White et al. (2016) found that students' ethnicity and socioeconomic position (SES) substantially impacted their academic performance. These two elements were shown to be crucial. This becomes clearer as one progresses through their studies. It indicates that the racial achievement gap is far more pronounced in secondary school than it was in primary school.



There were no statistically significant racial variations in kids' academic achievement, and this holds true regardless of whether or not the racial success gap between white and black students in primary school is eventually resolved. This highlights the critical need for studies examining whether or not high levels of parental involvement connect favorably across racial lines with children's academic success. Several incidents during the author's first year of teaching piqued her interest in the topic of this article's investigation. She was able to teach kids from a wide variety of racial and cultural backgrounds. About 30% of the pupils were White, 30% were African-American, and 30% were Hispanic. It appeared that students of different races performed similarly in school from one year to the next. This study suggests that students of different backgrounds in an inclusive school could have the same kind of academic success. It's becoming evident that student achievement improves when parents take an interest in their children's schooling, their children thrive academically. This involves doing things like requiring a lot of homework, checking up on how students are doing, and talking to them regularly. The ease with which conversations may continue between home and school is an indication of this. There is a correlation between parents' participation and their children's achievement in school. The purpose of this research was twofold: (1) to find out if parents' engagement had any bearing on their kids' academic performance, and (2) to check the validity of those findings after adjusting for things like students' racial origins.

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Although educators play a vital part in a young learner's growth, it is widely acknowledged that parents have the most impact. Even if they send their kids off to school, parents shouldn't forget that they're still their kids' primary teachers. The commitment remains even when the child reaches the age of school attendance. There is no one right way for parents to be involved in their children's development and learning. Although not all parents see it as their responsibility to provide their children with a good education, the great majority of parents do everything they can to assist their children in excelling in the classroom. Examples include studying together, going to after-school events, and sports teams.

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academic achievement are inextricably linked to the outcome. This is due to the fact that there are several methods one might utilize to thrive in school. This allows for a variety of interpretations of the problem.

Relationships between parents' participation and their children's academic success are investigated here.

OBJECTIVES

1. First, we are interested in the correlation between the level of education of both parents and their children's academic performance.
2. Determine whether or if the socioeconomic standing of the family has any influence on the level of academic achievement exhibited by its children.
3. Third, we require information on high school students' degree of parental involvement.

The approach that will be used in the present research

The study's investigator surveyed parents to learn how much of an impact their involvement had on their children's high school achievement.

POPULATION

The study's sample consisted of all high school students currently enrolled in the Patna education system.

SAMPLE

The participants in this study were 80 high school students who were selected at random. These students are spread out over Patna's academic landscape, and they're enrolled in classes covering a wide range of topics. The researcher started by selecting the eight schools at random to take part. After that, they just drew names out of a hat among the locals to serve as recruits.

USE OF DETAILED STATISTICAL PROCEDURES

The researcher accomplished all that was set out to do with this study by making strategic use of statistical tools including the mean, the variance, and the product-moment correlation developed by Karl Pearson.

RESULTS

Table 1 How involved are high school students' parents?



Involvement of Parents, on the Whole					
Low		Moderate		High	
N	%	N	%	N	%
82	20.9	233	59.7	76	19.4

According to the data in the table above, parental involvement in their children's high school education is low, at only 59.8 percent.

Table 2: High school students' average scholastic performance.

Achievement					
Low		Moderate		High	
N	%	N	%	N	%
100	25.1	202	50.2	98	24.3

From what we can see above, about half of all high school students manage to do well academically.

Table 3 High school students who have the love and support of both biological parents are more likely to succeed academically, as seen in the graph below.

Dimensions	Achievement	Literacy Rate	Resources for the Mind	Houses at work to study	Home	Independence	Economic and social standing	Membership in a family	Parental involvement total
Achievement	1.00 1	*0.0 52	0.11 2	0.14 7	0.11 7	*0.0 94	0.10 5	0.20 8	0.09 7
Literacy Rate	*0.0 52	1.0 01	*0.0 32	*0.0 71	0.16 2	*0.0 31	*0.0 1	*0.0 47	0.24 2
Materialfor Studying	0.11 2	*0.0 35	1.00 0	*0.0 84	0.11 4	*0.0 47	*0.0 70	*0.0 44	*0.04 2
Reading Habits	0.14 8	*0.0 71	*0.0 84	1.00 0	0.29 2	*0.0 01	0.34 2	0.20 5	0.39 0
Schoolwork	0.11 8	0.1 63	0.11 4	0.29 2	1.00 0	*0.0 10	0.22 3	0.23 3	0.40 1
Independence	*0.0 95	*0.0 38	*0.0 47	*0.0 01	*0.0 10	1.00 0	*0.0 73	0.10 2	0.29 2
Affiliation with a social class	0.10 6	*0.0 11	*0.0 70	0.34 2	0.22 3	*0.0 73	1.00 0	0.22 3	0.38 7
Overall	0.20 9	*0.0 48	*0.0 44	0.20 5	0.233	0.10 2	0.22 3	1.0 00	0.30 9
Parental Engagement	0.09 8	0.2 41	*0.0 42	0.39 0	0.401	0.29 2	0.38 7	0.3 09	1.00 0

(*The value of r at the 5% significance level is 0.098, which is not statistically significant)



The data in the table indicates that. High school students with two parents at home are the focus of this article, in which we find that (1) both the total and its dimensions of parental involvement (including reading material, study habits, home work, socioeconomic status, and family affiliation) are significantly related to academic success, and (2) neither the educational status nor the freedom of parents play a significant role in predicting a student's academic performance.

There is a positive link between parental participation and all criteria (except reading material) for high school children who live with both parents.

Table 4Class IX students' opinions on how their parents' education levels affect their own are reported in.

Dimensions	Achievement	Literacy Rate	Resources for the Mind	How to Study	Exercise at Home	Freedom	Ec	Memberships in a family	Parental Involvement total



Achievement	1.001	*0.062	0.22 3	0.262	0.17 7	*0.06 6	0.14 5	0.30 0	0.15 2
Literacy Rate	*0.063	1.001	*0.12 7	*0.06 7	0.21 5	*0.10 8	0.18 5	0.16 6	0.38 2
Materialfor Studying	0.224	*0.127	1.00 1	0.235	0.26 2	0.1 54	0.22 1	0.19 3	0.25 2
Reading Habits	0.262	*0.067	0.23 4	1.001	0.38 2	*0.0 42	0.30 8	0.26 7	0.40 1
Schoolwork	0.176	0.215	0.26 0	0.380	1.00 1	*0.0 11	0.24 1	0.17 2	0.35 4
Independence	*0.066	*0.108	0.15 2	*0.04 2	*0.0 11	1.0 01	*0.1 31	0.28 2	0.40 1
Affiliation with a	0.145	0.185	0.22 1	0.308	0.24 1	*0.1 31	1.00 1	0.31 2	0.38 7
social class	0.302	0.166	0.19 1	0.267	0.17 2	0.2 85	0.31 1	1.00 1	0.44 2
Overall	0.151	0.382	0.25 2	0.401	0.35 5	0.4 01	0.38 7	0.44 2	1.00 1



(*signifying a lack of significance; r's value in the table, at the 5% significance level, is 0.138)

The data presented in the table above suggest a strong correlation between students' reading materials, study habits, homework, socioeconomic status, and family affiliation, and students' academic performance in class IX of high school. But parental involvement, in whatever form (including freedom and education), has no discernible effect on children's outcomes. There is a close relationship between parental participation and the unique characteristics of ninth-grade kids.

Table 5: An Examination of the Dimensions of the Correlation Between Class X High School Students' Academic Performance and Parental Involvement

Dimension	Achievement	Literacy Rate	Resources for the Mind	Homework	Exercise at Home		Economic and social standing	Membership in a family	Parental
Achievement	1.001	*0.062	0.223	0.262	0.177	*0.066	0.145	0.300	0.152
Literacy Rate	*0.063	1.001	*0.127	*0.067	0.215	*0.108	0.185	0.166	0.382



Materialfor Studying	0.22 4	*0.12 7	1.00 1	0.23 5	0.26 2	0.154	0.22 1	0.19 3	0.25 2
Reading Habits	0.26 2	*0.06 7	0.23 4	1.00 1	0.38 2	*0.04 2	0.30 8	0.26 7	0.40 1
Schoolwork	0.17 6	0.215	0.26 0	0.38 0	1.00 1	*0.01 1	0.24 1	0.17 2	0.35 4
Independence	*0.0 66	*0.10 8	0.15 2	*0.0 42	*0.0 11	1.001	*0.1 31	0.28 2	0.40 1
Affiliation with a	0.14 5	0.185	0.22 1	0.30 8	0.24 1	*0.13 1	1.00 1	0.31 2	0.38 7
social class	0.30 2	0.166	0.19 1	0.26 7	0.17 2	0.285	0.31 1	1.00 1	0.44 2
Overall	0.15 1	0.382	0.25 2	0.40 1	0.35 5	0.401	0.38 7	0.44 2	1.00 1

(*signifying a lack of significance; r's value in the table, at the 5% significance level, is 0.138)

According to the statistics presented in the table above, there is no connection between parental involvement and academic performance in high school. Class X children' academic performance and reading preferences do not correlate with parental involvement. Parental involvement is inversely correlated with students' study habits, homework completion, degree of independence, peer group involvement, and the total number of kids in the house.

CONCLUSION

The study's limitations aside, it's clear that children with supportive parents have a far better chance of succeeding academically than their peers whose parents aren't. Despite certain limitations in the study, this still stands. This is why it is essential for parents to be actively engaged in their children's academic pursuits. The youngsters' academic performance could improve if this is taken into account.

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