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Parental involvement in their child's education at home and school

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Abstract

This study investigates the extent of parental involvement in their children's education at home and school. Using a descriptive survey design, data were collected from 60 parents of secondary school students in Faridabad District, equally divided between government and private schools. A self-developed questionnaire, validated by experts and tested for reliability ($r = 0.75$), was employed to measure two dimensions: parental involvement at home and at school. Findings reveal that parents demonstrate high levels of involvement in their children's education. The study concludes that sustained parental involvement at both home and school significantly contributes to children's academic success, emotional well-being, and overall development.

Keywords: Parental involvement, home learning environment, school engagement

Introduction

The process of education helps children develop their identities in all spheres—social, emotional, cerebral, and physical. As a result of this holistic development, children learn to be responsible, proactive, and resourceful. It is easier for pupils to connect and work together when they have better interpersonal and communication skills thanks to education. It equips students with the credentials and abilities needed in the job market, preparing them for future employment. Students can pursue their aims and ambitions because education fosters independence and self-confidence. Children learn ethics and values from it, including how to distinguish between right and wrong and behave honourably. It instils a sense of responsibility and citizenship while encouraging active participation in civic and communal life.

Parents and teachers both have a significant impact on adolescents' academic development. Students need a supportive learning environment with essential components including ongoing assistance, an informational drive, and excellent pedagogy in order to succeed. Parents are becoming more involved in their children's education outside of the classroom due to the growing demands on families.

Despite the abundance of research on the subject in both domestic and international contexts, questions remain about the idea and effectiveness of "parental involvement in students education". Divergent views may exist regarding the value of involvement strategies and the unique contributions that each group may make to the educational process.

The engagement of parents in their children's education starts at home, where they provide a supportive environment, offer suitable learning opportunities, foster a good attitude toward teaching, and provide a safe and comfortable environment (Raja *et al.*, 2023)^[7]. Parents have had an obligation to teach their children morals and discipline from the moment of their birth. Therefore, parental involvement in their children's education is likely to result in higher academic gains. Still, many educators lament that most parents don't give a damn about their children's education (McKenna & Millen, 2013)^[6].

Review of Related Literature

Epstein (2018)^[1] emphasized that the home environment is the first and most influential setting for a child's learning, where parents model attitudes toward education, provide structured routines, and encourage academic curiosity. Fan and Chen (2001)^[2] conducted a meta-analysis showing that parental expectations and supervision at home had strong

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correlations with student achievement. Similarly, Wilder (2014)^[9] confirmed through a meta-synthesis that consistent parental involvement at home, such as reading activities and monitoring academic progress, significantly contributes to better academic outcomes across grade levels.

Hill and Tyson (2009)^[3], in a meta-analysis of middle school students, found that effective school-based involvement, particularly academic socialization (e.g., setting goals and discussing learning strategies), was positively associated with achievement. Raja *et al.* (2023)^[7] highlighted that parental involvement remains crucial for enhancing discipline, motivation, and academic performance. However, they also noted challenges such as limited time, lack of awareness, and socioeconomic barriers that reduce parents' ability to actively engage in their children's learning.

Objectives of the Study

- To find out the level of parental involvement in their children's education at home.
- To find out the level of parental involvement in their children's education in school.

Methodology

1) Design of the Study

In accordance with the nature of the present study, Descriptive Survey Method is used for the collection of data. Researcher used the self-made questionnaire for collection of data.

2) Population and Sample

• Population

The Population for the present study is comprises of all the parents of Private and Government Secondary School students of Faridabad District.

• Sample

Sample for this study is comprises of 60 parents of Private and Government School students of District Faridabad. Out

of which, 30 from Private School (15 parents of rural students and 15 parents of urban students) and 30 from Government school (15 parents of rural students and 15 parents of urban students) were selected. The Sample is selected by using stratified sampling.

Tools to Be Used

To obtain the data for the study a self-made questionnaire is used. Two dimensions are used in this tool: Parent involve at home and Parent involvement at school. Total 46 question are framed in first draft, and 25 Questions are selected in final draft. Test-retest reliability was calculated for the present scale by calculating the coefficient of correlation between two sets of scores of same individuals on Parental Involvement Scale at different time intervals on a sample of 60 parents. The test-retest reliability after 4 weeks interval was calculated. The correlation between the two administrations of the parental involvement scale was found to be 0.75. This reliability coefficient was found to be significant at 0.01 level of significance. So, it can be inferred on the basis of reliability coefficient that scale is reliable.

For determining content validity, the test items were given to the 5 experts in the field of Education and Psychology.

Qualitative Analysis of Data

Questionnaire was distributed to 60 Parents. After collecting their responses, Analysis was done Question wise.

Objective 1: To find out the level of parental involvement in their children's education at home.

In this objective researcher have framed 24 questions in the first draft and on the basis of the opinions of the judges 08 questions were modified, and 10 questions were rejected and 6 questions were selected as it is. In the second draft 14 questions were selected. The analysis of the questions is following:

Objective 1: Parental Involvement at Home

Question	Always	Sometimes	Never
1. Does your child involve in family disputes?	11.1%	19%	69.8%
2. Do you and your child have meal at home together?	69.9%	31.1%	0%
3. Do you manage your child's literacy and non-literacy activities time?	49.2%	47.5%	3.3%
4. Do you ask your child to help with his/her homework when they need it?	67.2%	21.3%	11.5%
5. Do you monitor your child while he/she does his homework?	76.7%	21.7%	1.7%
6. Do you encourage your child so he/she feels important and loved?	86.9%	11.5%	1.6%
7. Do you check your child's book or notebook?	60.7%	34.4%	4.9%
8. Do you provide learning space to your child for self-study?	77%	21.3%	1.6%
9. Do you provide learning material to your child?	86.9%	11.5%	1.6%
10. Do you communicate with your child to know his/her needs?	83.6%	14.8%	1.6%
11. Do you manage your time for your child's lesson and homework?	57.4%	36.1%	6.6%
12. Do you check the learning progress of your child?	77%	21.3%	1.6%
13. Do you get involve in child's school activities?	49.2%	45.9%	4.9%
14. Do you ask your child what he/she did in school every day?	65.6%	26.2%	8.2%

After analysing above data, researcher have concluded that 11.1% children are always involved in family disputes, while 19% children are involved sometimes and 69.8% children are never involved in family disputes. This data is based on parents' response. Researcher have concluded that 69.9% children always have meal together with their family, whereas 31.1% children sometimes have meal with their family. Under Question 3, researcher have analysed that 49.2% parents always manage their child's literacy and non-

literacy activities, although 47.5% parents manage sometimes and 3.3% parents never manage their child's literacy and non-literacy activities. After examining Question no 4, researcher concluded that 67.2% parents always ask their child to help with his/her homework when they need it, while 21.3% parents ask sometimes and 11.5 % parents never ask their child to help with his/her homework. Researcher ensured that 76.7% parents always monitor their child while he/she does his homework, whereas 21.7%

parents monitor sometimes and 1.7% parents never monitor their child while he/she does his homework.

After analysing sixth question, researcher concluded that 86.9% parents always encourage their child so he/she feels important and loved, while 11.5% parents encourage sometimes and 1.6% parents never encourage their child so he/she feels important and loved. After studying table, researcher determined that 60.7% parents always check their child's book or notebook, whereas 34.4% parents check sometimes and 4.9% parents never check their child's book or notebook. This data is based on parents' reply. After examining question number eight, researcher deduced that 77% parents always provide learning space to their child for self-study, while 21.3% parents provide sometimes and 1.6% parents never provide learning space to their child for self-study.

Researcher concluded that 86.9% parents always provide learning material to their child, although 11.5% parents provide sometimes and 1.6% parents never provide learning material to their child for self-study. This figure is based on parents' response. After studying table, researcher determined that 83.6% parents always communicate with their child to know his/her needs, while 14.8% parents communicate sometimes and 1.6% parents never communicate with their child to know his/her needs. This data is given by children's parents. By examining eleventh question, researcher ensured that 57.4% parents always

manage their time for their child's lesson and homework, whereas 36.1% parents manage sometimes and 6.6% parents never manage their time for their child's lesson and homework. Under the next question, researcher deduced that 77% parents always check learning progress of their child, while 21.3% parents check sometimes and 1.6% parents never check their learning progress.

After examining thirteenth question, researcher ensured that 49.2% parents always get involve in their child's school activities, although 45.9% parents involve sometimes and 4.9% parents never involve in their child's school activities. This figure is based on parent's reply. Researcher deduced that 65.6% parents always ask to their child what he/she did in school every day, while 26.2% parents ask sometimes and 8.2% parents never ask their child what he/she did in school every day. This data is given by children's parents.

Objective 2: To find out the level of parental involvement in their children's education in school.

In this objective researcher have framed 22 questions in the first draft and on the basis of the opinions of the judges 8 questions were modified, and 7 questions were rejected and 3 questions were selected as it is. In the second draft 11 questions were selected. The analysis of the questions is following:

Objective 2: Parental Involvement in School

Question	Always	Sometimes	Never
1. Does your child get involve in school functions (distribution/modules)?	57.4%	32.8%	9.8%
2. Do you communicate with your child's teacher?	59%	37.7%	3.3%
3. Do you receive updates from your child's teacher?	82%	14.8%	3.3%
4. Are you satisfied with the school's academic programs?	63.9%	34.4%	1.6%
5. Does the school address your child's individual needs?	65.6%	31.1%	3.3%
6. Does your child participate in collaboration/partnership activities?	50.8%	45.9%	3.3%
7. Are you satisfied with the school's extracurricular offerings?	60.7%	37.7%	1.6%
8. Do you monitor the school performance of your child?	78.7%	16.4%	4.9%
9. Do you take part as a volunteer in school activities of your child?	31.1%	47.5%	21.3%
10. Do you attend parent-teacher meetings?	80.3%	19.7%	0%
11. Do you feel PTA meetings useful in understanding your child's progress?	80.3%	18%	1.6%

Following an analysis of Question No. 15, the researcher came to the conclusion that 57.4% of children always participate in school activities such as module distribution and retrieval, whereas 32.8% occasionally do so and 9.8% never do. 59% of parents constantly communicate with their child's teacher, compared to 37.7% who do so occasionally and 3.3% who never do so, according to the researcher's analysis of question 16. Researchers found that 82% of parents always receive updates from their child's teacher after looking at figure 4.21, compared to 14.8% who receive updates occasionally and 3.3% who never receive them. The parents of the youngsters provided this information.

According to research, 63.9% of parents are consistently satisfied with the academic programs offered by the school, compared to 34.4% who are occasionally satisfied and 1.6% who are never satisfied. Parents' responses are the basis for this data. According to the researcher's analysis of Question nineteen, 65.6% of parents believe that the school meets their child's unique needs consistently, whereas 31.1% believe that it does so occasionally and 3.3% never believe that it does.

Following research, the researchers found that 50.8% of children consistently engage in cooperation and partnership activities, 45.9% occasionally do so, and 3.3% never do so. The parents of the child provided this information. After

looking at Question number 21, the researcher found that 60.7% of parents are consistently happy with the extracurricular activities offered by the school, while 37.7% are occasionally satisfied and 1.6% are never satisfied. Parents' responses are the basis for this data. After examining next question, the researcher came to the conclusion that 78.7% of parents constantly keep an eye on their child's academic progress, compared to 16.4% who do so occasionally and 4.9% who never do. The parents of the youngsters provided this information. Above Table shows that 31.1% of parents always volunteer for their child's school activities, while 47.5% of parents volunteer occasionally and 21.3% never volunteer. Based on the parents' responses, the researcher examined figure 4.32 and found that 80.3% of parents always attend parent-teacher meetings, while 19.7% occasionally do so. Researcher shows that 80.3% of parents always feel PTA meetings are helpful in understanding their child's progress, while 18% feel sometimes and 1.6% never feel that PTA meetings are helpful for their child's progress.

Conclusion

Parental involvement is not just helping your child with homework but it plays a vital role in a child's academic success and overall development. When parents actively

participate in their children's education by helping with homework, attending school meetings, and maintaining open communication with teachers. Children are more likely to perform better in school and develop positive attitudes toward learning. A supportive home environment that encourages reading, discipline, and curiosity helps children build strong study habits and confidence.

In nutshell it may be understood that the students need a positive continuous and encouraging support not only from the school teachers but also from their parents to perform well as per their capacities and interest in life. If congenial environment is provided to the students by the school as well as the home. It is expected that the future of our youth will be better.

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