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Prof. K. N. Shelke

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Effect of Parental Involvement on Academic Performance of Government Primary School Children

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Abstract

Parental involvement in their children's learning, not only improves children's morale, attitude, and academic achievement across all subject areas, but it also strengthens better behaviour and social adjustment. This study was conducted to assess the involvement of parents on academic activities of government primary school children. The study consists of 50 4th and 5th grade students enrolled in Government Primary Schools at Balrampur District of Uttar Pradesh. Parental involvement was assessed through various activities at home performed by children in the presence of their parents. Results showed that parents have very low involvements in academic activities of their children at home. They have low academic levels and low SES. Due to non parental involvement at home students pay no attention on their academic activities at home, consequently they showed low academic performance in schools.

Key Words: Parental Involvement, Academic Achievement, Government Primary School

Introduction:

Parents are the prime educators until the child attends an early year's education or pre-school and they remain a major source of education for their children. The school and parents both have crucial roles to play. Most children have two main educators in their lives- their parents and their teachers. There is no universal agreement on what parental involvement is? It can be in many forms, involvement at school (as a governor, helping in the classroom or during lunch break) through reading to the child at home, teaching songs or nursery rhymes and assisting with homework.

Parental involvement in their children's learning, not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behaviour and social adjustment. In this ways, family involvement in education helps children to

Grow up to be productive and responsible members of the society.

The first institution of a child where he learns is his home. A child passes most of his time with his parents and learns from his parents and the environment provided to him by his parents in home. Parents play a vital role in the education of their child, whatever child's age is, (either he read in college or in school). If parents pay attention to their children, they make more scholastic achievements than those who are not benefited.

Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development - i.e. home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income.

The family makes critical contribution to student achievement, from earliest childhood to adolescence. Efforts to improve children's outcome are much more effective if they encompass their families. When schools engage parents and students, this has significant effect. When parents are involved at school, not only at home, their children do better in school and they stay in school longer (Henderson & Berla, 1994).

According to Henderson and Berla (1994), the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

- ✓ Create a home environment that encourages learning
- ✓ Express high (but not unrealistic) expectations for their children's achievement and future careers
- ✓ Become involved in their children's education at school and in the community.

Epstein (1995) describes five types of parental involvement in schools:

- 1) **Parenting:** The basic obligations of parents include housing, health, nutrition, and safety for their children. Parents should also provide home conditions for learning at all levels.
- 2) **Communicating:** The basic obligations of schools include school-to-home communication (such as memos, notices, newsletters, report cards, conferences, and phone calls) and information (on schools, courses, programs, and activities). Parents provide home-to-school communication, making a two-way channel for interaction and exchange.

3) **Learning at Home:** Parents help their children with homework and with setting educational goals.

4) **Decision Making:** Parents participate in school councils, organizations and school decisions on policy, leadership, and advocacy.

5) **Collaborating with the Community:** Parents encourage partnerships with community resources and services.

Henderson and Berla (1994) discussed that with the parent and family involvement student secures:

- ✓ Higher grades and test scores.
- ✓ Better attendance and more homework done.
- ✓ Fewer placements in special education.
- ✓ More positive attitudes and behaviour.
- ✓ Higher graduation rates.

And the school secures:

- ✓ Improved teacher morale.
- ✓ Higher ratings of teachers by parents.
- ✓ More support from families.
- ✓ Higher student achievement.
- ✓ Better reputations in the community.

Need of the present study:

Though much research has been done in this field but in Indian context and in Government primary school's context a little research has been conducted. State and Central government both have implied various schemes for improvement of the primary education but the results are not satisfactory. As the literature depicts that parents have a vital role in student's performance, so it is the need of time to study the involvement of the parents of the students studying in Government primary school.

Objectives of the study:

- 1) To identify the involvement of the parents of the students studying in Government Primary schools.
- 2) To examine the academic performance of students studying in Government Primary Schools.

Method**Participants:**

A sample of 50 students was selected randomly from Rendwaliya Nyaya Panchyat, Utraula, Balrampur, Uttar Pradesh. These students were studying in different Government Primary school in grade 4th and 5th.

Data Collection:

Table 1: Demographic characteristics of Parents

Demographic variables	N	Percentage
<u>Parent's education level</u>		
Graduation and higher education	02	04
High school- Intermediate	09	18
Only Literate	20	40
Ill literate	19	38
<u>Parent's Profession</u>		
Job	02	04
Business/Agriculture	19	38
Labour	29	58
<u>Socio-economic Status</u>		
High	00	00
Medium	06	12
Low	44	88

It is clear from the table 1 that a large number of parents are ill literate, and only 40 percent parents are literate. Among them maximum parents have low SES (88%) and are labourer (58%).

The students were interviewed on semi structured interview schedule, focusing on the parent's educational level, profession, social-economic status and time spend with their children in academic activities at their homes etc.

Procedure:

After the selection of the students, they were prepared to give the answers of the interview schedule. The help of their teachers was also taken in this work. After taking the responses of the students it was scored and analysed.

Results:

The analysed data is presented in table 1:

The analysis of parental involvements is presented in table 2

Table 2: Parental involvement (in %)

Dimensions of Involvement				Percentage		
				Good	Satisfactory	Poor
Parenting				26	34	40
Communicating				02	10	88
Learning at Home				06	20	74
Decision Making				06	10	84
Collaborating with the Community	18	26	56	higher parental education is significantly related to having higher expectations of children's achievement (Davis and Schnabel, (2001). In this study the educational level of the parents of the Government Primary school is very poor, so it can be argued that it is a major factor for the low academic achievement of these children. Their SES and profession are also affecting the achievement level.		

Table 2 reveals that maximum parents have low involvement with their children. It is clear from the table that their involvements with children on the dimension of parenting (40 %), Communicating (88%), Learning at home (74%), Decision making (84%) and collaborating with the community (56%) is almost very poor. It shows that they have almost minimum involvement in their children's academic activities at home as well as in school.

Discussion:

Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development. International studies indicate that parental education influences expectations, in that having

higher parental education is significantly related to having higher expectations of children's achievement (Davis and Schnabel, (2001). In this study the educational level of the parents of the Government Primary school is very poor, so it can be argued that it is a major factor for the low academic achievement of these children. Their SES and profession are also affecting the achievement level.

The results showed that Parents have low involvement with their children. It means they have no interest to communicate with their children, and gives a little time to their children in their studies at home. It means they are careless for the education of their children. So the students at home, are free to do anything. In these circumstances they started to involve in anti social activities due to poor guidance. These children try to earn money in early ages. Students also becomes careless about their education they have low parental involvement. Their attendance and performance in school decreases.

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