

DOI: <https://doi.org/10.24297/jssr.v19i.9519>**Relationship between parental participation and adolescents' academic success in Nadia and Jalpaiguri districts**Mallika Mondal^{1*}, Bijoy Krishna Panda² Muktipada Sinha³^{1*}Corresponding author – M.Phil. Scholar, Department of Education, Jadavpur University, Kolkata, India²Assistant professor, Department of Education, Jadavpur University, Kolkata, India,³Professor, Department of Education, Jadavpur University**Abstract**

The present study investigated the relationship between parents' participation in their children's education and academic success in the post-pandemic period. A cross-sectional survey design was used, and 209 respondents were selected through a simple random sampling technique. The results revealed that parental involvement has a negative correlation ($p > 0.05$) with their children's academic success but not significantly affecting the same. Apart from that, some other social and educational attributes of the children also contributed to their academic success to a great extent. Further research is needed to explore other potential factors that may contribute to academic success in children.

Keywords: parental participation, academic success, student's performance, adolescents, wellbeing**Introduction**

One of the most important factors in a flourishing society is a quality education where families discharge their duty to facilitate children developing into responsible adults and contributing to society. In the ancient Gurukul system, lesser or no involvement of the parents was sought by the Gurus as they were the sole responsible for educating the disciples under comprehensive mentoring and supervision. But, in present-day schools, with an increasing number of students, it became difficult for the teachers to intensively look after the academics as well as the overall development of the children. Therefore, the schools themselves ask parents to get involved in their children's studies. Having involved parents has been shown to improve students' academic performance by a number of studies (Prindle & Resinski, 1989; Van Meter, 1994; Christenson et al. 1992). Epstein & Keith (1991) mentioned a topology on parental involvement in which they suggested four types of parental participation. Later, Epstein (1997) expanded this to include six types of topologies, including parenting, communication, volunteering, learning at home, decision-making, and collaboration. While parental participation does improve students' academic success, it may also lead to complexities and burdens to the child if not done properly. Among other factors, students' self-efficacy has been found to have mediated the relationship between parental involvement and school success (Fan Xitio & Chen Michael, 1999) and is also a purview of the ongoing academic expeditions in this domain. The present study primarily aims to determine whether there is a correlation between parental participation and adolescents' school success in view of some personal and social characteristics other than self-efficacy of the adolescents to see if the results are in favour of the previous findings or in contrast to the same. Therefore, the objectives of the study were to determine the extent of the parental role in the academic activities of their children studying in high schools as well as to investigate the relationship between parental involvement and academic achievement of students at the secondary and higher secondary levels.

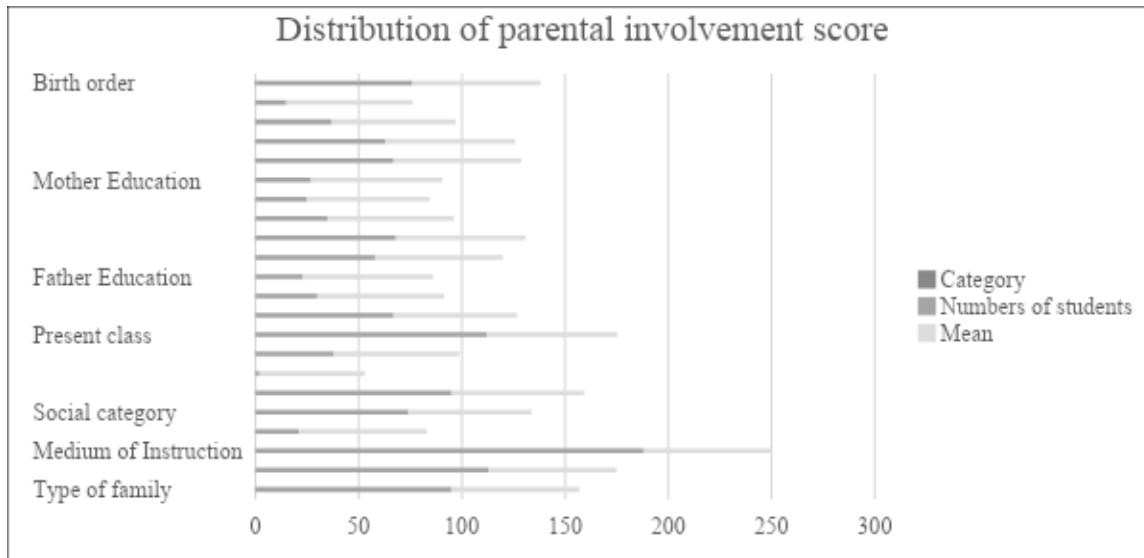
Materials and Methods

The study followed a cross-sectional survey method to obtain data from the students as a primary source. A sample size of 209 was obtained through a two-stage stratified random sampling method from Nadia and Jalpaiguri districts of West Bengal having similar demographic nature. In the first stage, 3 sample schools were chosen randomly from each district and then approached for conducting the study. In the second stage, adolescents were selected randomly from grades 10 to 12. As the nature of parenting and their participation depends on so many contextual factors and therefore varies to a high degree, the researchers developed and administered their own questionnaire of 23 items instead of adopting available standardized measures of parental involvement in the schooling of children. Gender, birth order, family structure, parental education, social category, and the medium of instruction in school were considered explanatory variables in the relationship of two dependent variables i.e., school grade and parental participation. The population of the study was delimited to students studying in grades 10,11,12 and who regularly attended school in Nadia and Jalpaiguri districts. The sample was drawn from 4 secondary schools in the Jalpaiguri district and 2 higher secondary schools in the Nadia district of West Bengal.

Results and Discussion**Table 1**

Mean and standard deviation of parental involvement score by different variables

Indicators	Category	N	Mean	Std Deviation
Type of family	Nuclear	96	61.97	.790
	Joint Family	113	61.78	.677
Medium of Instruction	Mother Tongue	188	61.86	.546
	English	21	62.05	1.452
Social category	Gen	74	59.77	7.276
	SC	95	64.23	6.350
	ST	2	51.00	5.657
	OBC	38	60.66	8.283
Grade	10	112	63.35	6.173
	11	67	59.59	7.598
	12	30	61.50	9.712
Father Education	Illirate	23	63.04	10.377
	Primary	58	61.95	6.581
	Secondary	68	62.78	6.830
	Higher Secondary	35	60.94	7.063
	Higher Education	25	59.48	9.637
Mother Education	Illirate	27	63.56	9.637
	Primary	67	61.76	6.597
	Secondary	63	62.62	7.254
	Higher Secondary	37	59.95	6.831
	Higher Education	15	61.07	7.395
Birth order	1	75	62.23	6.691
	2	108	62.62	7.233
	3	23	58.98	8.623
	4	3	57.50	7.778



H₀₁: There is no significant difference in parental involvement score and academic achievement between nuclear and joint family students.

H₀₂: There is no significant difference in parental involvement score and academic achievement between Bengali and English medium students.

Table 2

Showing results of independent sample t-test based on H₀₁ & H₀₂

Variables	category	N	Mean	SD	t	df	p-value	Std error	Remark
Type of Family	Nuclear	96	61.97	7.696	.183	207	.941	1.034	p > 0.05
	Joint	113	61.78	7.196					
Medium of Instruction	Bengali	188	61.86	7.489	-112	207	.562	1.706	p > 0.05
	English	21	62.05	6.652					

Table 2 showed that the calculated value of the independent sample t-test comparing the mean score of parental involvement among the nuclear and joint families students was not statistically significant between the two groups [$t_{208} = 0.183, p > 0.05$]. Therefore, hypothesis 1 was retained and it was concluded that the descriptive difference was due to chance factors. Similarly, parents whose children studied in Bengali medium schools were not significantly less involved than that of English medium school students [$t_{207} = 0.112, p > 0.05$]. Therefore, hypothesis 2 was also retained.

H₀₃: There is no significant difference among the parental involvement scores of the different social categories of students.

Table 3

Showing results one-way ANOVA based on H₀₃

ANOVA						
Social category						
	sum of squares	df	Mean scores	F	Sig	Remarks
Between Groups	1148.213	3	382.738	7.672	.000	p < 0.05
Within Groups	10266.552	206	49.886			

Table 3 showed that the computed value of one-way ANOVA comparing the mean scores of parental involvements in relation to their social category found a statistically significant difference among the groups [$F_{3,206}$].

= 7.672, $p < 0.05$]. Hence, as the hypothesis was rejected, it can be said that the parents of scheduled caste students were significantly more involved in the studies of their children.

H₀₄: There is no significant difference among parental involvement scores of students studying at different grades.

Table 4

Showing results of one-way ANOVA based on H₀₄

ANOVA						
Present class						
	Sum of squares	df	Mean scores	F	Sig	Remarks
Between Groups	599.547	2	299.774	5.739	.004	P<0.05
Within Groups	10775.218	207	52.307			

Table 4 showed that the computed value of one-way ANOVA comparing the mean scores of parental involvements in relation to students' grade found a statistically significant difference among the groups [$F_{2, 207} = 5.739$, $p < 0.05$]. Hence, as the hypothesis was rejected, it can be said that parental involvement significantly varied with students' current grade at school where parental involvement was highest till the children attained secondary education.

H₀₅: There is no significant difference among parental involvement scores of students in respect of their father's education.

Table 5

Showing the one-way ANOVA based on H₀₅

ANOVA						
Father education						
	sum of squares	df	Mean scores	F	Sig	Remarks
Between Groups	261.147	4	65.287	1.198	.313	(P>0.05)
Within Groups	11113.618	205	54.749			

Table 5 showed that the computed value of the one-way ANOVA comparing the mean scores of parental involvements in relation to father's education found no statistically significant difference among the groups [$F_{4, 205} = 1.198$, $p > 0.05$]. Hence, as the hypothesis was retained, it can be said that the student's father's educational qualifications do not necessarily affect their involvement in children's education.

H₀₆: There is no significant difference among parental involvement scores of students in respect of their mother's education.

Table 6

Showing the one-way ANOVA based on H₀₆

ANOVA						
Mother Education						
	sum of squares	df	Mean scores	F	sig	Remarks
Between Groups	259.730	4	64.932	1.192	.316	(P>0.05)
Within Groups	11115.036	204	52.307			

Table 6 showed that the computed value of one-way ANOVA comparing the mean scores of parental involvements associated with their mother's Education found no statistically significant difference among groups [$F_{4, 205} = 1.192$, $p > 0.05$]. So, as the hypothesis was retained, it can be said that the student's mother's educational qualifications do not necessarily affect their involvement in children's education.

H₀₇: There is no significant difference among parental involvement scores of students in respect of their birth order.

Table 7Showing the one-way ANOVA based on H₀7

ANOVA						
Birth Order						
	sum of squares	df	Mean scores	F	sig	Remarks
Between Groups	767.945	4	191.986	3.692	.006	(P>0.05)
Within Groups	10606.821	204				

Table 7 showed that the computed value of one-way ANOVA comparing the mean scores of parental involvements by the birth order of students found no statistically significant difference among groups [$F_{4,205} = 3.692$, $p > 0.05$]. Therefore, the hypothesis was retained, and said that the found differences were due to any chance factor.

H₀8: There is no significant correlation between parental involvement score and 10th grader students' academic achievement.

Table 8Showing the Pearson correlation based on H₀8

Correlations			
Academic Achievement		Percentage of Score	Total
	Pearson correlation	1	-.123
	Sig.(2-tailed)		.196
	N	112	112

* Correlation is not significant at the 0.05 level.

Table 8 showed the Pearson correlation test result with coefficient value $r = -.123$ ($p > 0.01$) that indicates the existence of a weak negative correlation between parental involvement score and academic achievement score which was not statically significant at 0.05 level. Therefore, the relative decrease in academic achievement was seen with increasing parental involvement in study of 10th grader students.

H₀9: There is no significant correlation between parental involvement score and 11th grader students' academic achievement.

Table 9Showing the Pearson correlation based on H₀9

Correlations			
Academic Achievement		Percentage of Score	Total
	Pearson correlation	1	-.196
	Sig.(2-tailed)		.115
	N	66	66

* correlation is not significant at the 0.05 level.

Table 9 showed the Pearson correlation test result with coefficient value $r = -.196$ ($p > 0.01$) that indicates the existence of a weak negative correlation between parental involvement score and academic achievement score which was not statically significant at 0.05 level. Therefore, the relative decrease in academic achievement was seen with increasing parental involvement in study of 11th grader students.

H₀10: There is no significant correlation between parental involvement score and 12th grader students' academic achievement.

Table 10Showing the Pearson correlation based on H₀10

Correlations			
Academic Achievement		Percentage of Score	Total
	Pearson correlation	1	-.315
	Sig.(2-tailed)		.085
	N	31	31

* correlation is not significant at the 0.05 level.

Table 10 showed the Pearson correlation test result with coefficient value $r = -.315$ ($p > 0.01$) that indicates the existence of a negative correlation between parental involvement score and academic achievement score which was not statically significant at 0.05 level. Therefore, the relative decrease in academic achievement was seen with increasing parental involvement in study of 12th grader students.

Conclusions

The purpose of this study was to examine the connection between parental participation in studies of their children and their academic achievement in present-day contexts. One district from Northern Bengal and one from Southern Bengal were chosen for the study. Many factors were considered, including parental education, current socioeconomic status, chronological birth order, and social class. The findings show that parental participation is higher among pupils from nuclear families than among those from joint households. In addition, students at English medium schools reported higher levels of parental involvement than those in Bengali medium schools, and students from scheduled castes reported higher levels of parental involvement than students from other social categories. Students in grades 10, 11, and 12 showed an inverse relationship between parental involvement and academic performance. This may imply that parental participation has a detrimental effect on students' academic performance. In other words, the overinvolvement of parents in children's studies may cause an adverse effect on their children's academic performance. The purpose of this research was not to provide a final answer but rather to describe and compare several scenarios involving the connection between parental participation and academic achievement among school-aged children. Since parental engagement is crucial in children's education, perhaps more sophisticated methods can be devised to measure its effect more accurately as well as comprehensively by the future researchers in this field.

Data Availability

The dataset can be accessed from the corresponding author on reasonable request.

References

- Boonk, L., Gijsselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30.
- Dahie, A. M., Mohamed, A. A., & Mohamed, R. A. (2018). The role of parental involvement in student academic achievement: Empirical study from secondary schools in Mogadishu-Somalia. *International Research Journal of Human Resources and Social Sciences*, 5(7), 1-24.
- Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review* (Vol. 433). London: DfES.
- Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British educational research journal*, 31(4), 509-532.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational psychology review*, 1-22.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational review*, 63(1), 37-52.
- Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and urban society*, 35(2), 202-218.
- Karbach, J., Gottschling, J., Spengler, M., Hegewald, K., & Spinath, F. M. (2013). Parental involvement and general cognitive ability as predictors of domain-specific academic achievement in early adolescence. *Learning and Instruction*, 23, 43-51.

Niia, A., Almqvist, L., Brunnberg, E., & Granlund, M. (2015). Student participation and parental involvement in relation to academic achievement. *Scandinavian Journal of Educational Research*, 59(3), 297-315

Núñez, J. C., Suárez, N., Rosário, P., Vallejo, G., Valle, A., & Epstein, J. L. (2015). Relationships between perceived parental involvement in homework, student homework behaviors, and academic achievement: differences among elementary, junior high, and high school students. *Metacognition and learning*, 10, 375-406.

Shute, V. J., Hansen, E. G., Underwood, J. S., & Razzouk, R. (2011). A review of the relationship between parental involvement and secondary school students' academic achievement. *Education Research International*, 2011.

Wilder, S. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), 377-397.

Conflicts of Interest

There are no conflicts of interest among the authors.

Funding Statement

The authors have received no funding from any agencies for conducting this study.

Author Biographies

Mallika Mondal is a research scholar in the Department of Education, Jadavpur University pursuing her M.Phil. degree in Education. She has completed a two-year pedagogy course and obtained Bachelor of Education from the same university. Her ongoing research activities include teacher emotion, teaching efficacy and students' engagement at schools.

Bijoy Krishna Panda, PhD, is working as an Assistant Professor in the Department of Education, Jadavpur University. His area of doctoral study was intellectual humility and openness. He has undertaken several research works on resilience, emotional intelligence, technology competency, happiness & wellbeing. He has completed one research project on database & indexing of masters level dissertations in Education. He is presently engaged in pedagogic training of the teacher trainees at his department as well as teaching advanced research methodology courses and research designs.

Muktipada Sinha, PhD, is a Professor & Head of the Department of Education, Jadavpur University with a teaching experience of more than 20 years in higher education. He is a certified Mental Health First Aider and conducts students' counselling across different level. At the same time, he is serving as the Joint Coordinator of the Centre for Studies in Cultural Diversity and Wellbeing, Jadavpur University. He is an active researcher as well as a popular speaker on a diverse range of educational issues relating to school and higher education. He has undertaken a dozen of research projects at national and international level including one with Anglia Ruskin University (Cambridge, UK) and Adam Mickiewicz University (Poland). His area of academic expertise include Indian philosophy, learning theories, educational administration, mental health and life skills, cognitive behavioural therapy and guidance and counselling.