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Effect Of Parental Involvement In The Academic Performance Of The Children- A Survey

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Effect Of Parental Involvement In The Academic Performance Of The Children- A Survey

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ABSTRACT

Introduction: Parental involvement includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations .They can become more involved in helping their children improve their school work-providing encouragement, arranging for appropriate study time and space, modeling desired behavior, monitoring homework, and actively tutoring their children at home.

Aim: The aim of this survey was to spread awareness about parental involvement in academics.

Materials and methods: A questionnaire was distributed through an online google form link to about 100 people. The study population was asked to fill out the online form .Descriptive statistics were performed to evaluate the frequency and percentages of these variables. Age was stratified into various groups at many intervals. The other features such as sex, location, age and gender and their outcomes are analyzed. Chi square test was done using the SPSS software to find the relationship between the data such as age, sex, gender, and location.

Results: The results were collected and the data was analyzed using SPSS version 20. From the study population, the whole of 100% of the participants gave a positive response when asked if they were aware of parental involvement in academics.

Conclusion: The study evaluated the effect of parental involvement in academics. The majority of the study population is aware of parental involvement in academics.

Keywords: Parental involvement, academics, learning, education, schools, children, improvement, awareness, behavior, innovative method.

INTRODUCTION

Education is necessary for social and societal advancement. The society becomes more diligent and cultured with educated citizens. (1) Mainly, the family has the responsibility to socialize children to make them productive members of society. It has been assumed that the academic achievement of students may not only depend on the quality and environment of schools and the teachers, rather the extent of parental involvement has a vital role to play in the academic achievement of their kids.(2)The focus of this study is to examine a relationship between the extent of parental involvement in the academic activities of their children and the level of their children's academic achievement(3). Secondary school students experience both a contextual change and a personal change during this transition of parental involvement. It may often be a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning(4). The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase(5).The main factors of this study is education , parental involvement in their child's academics . The term parental involvement has been given different meanings(6). It has been used to mean parental expectation of school performances, deliberate effort by the home to reinforce the children to improve academic performance general academic guidance and support students perceptions of the degree to which their parents influence their academic plan for high school and monitor their daily activities and school progress parental influence as a determinant of attitude towards learning, contribution to children's activities including homework, encouraging children to read and promoting school and school-based activities like attending parent teachers' association meetings, parent-teacher conference and participating in fundraising activities. (7)

Environmental and economic factors, as well as parental involvement in a child's education, may influence child development in areas such as cognition, language, social skills and also mental skills. (8) Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement(9). Parental involvement in school has been linked with academic achievement(10). Even though little research has been done in the field of parental involvement and secondary school students, the literature review explores the multiple factors that may influence parental involvement and secondary school academic achievement. (11). When first making contact, it's important to use face-to-face communication in the Hispanic parents' primary language. It will take several personal meetings until the parents feel comfortable enough to participate completely. (12). Increased parent-school participation is linked to improved academic performance, but the proximal causes of this impact are unknown. (13,14) Morita et al. focused on individuals' potential proximal contributors, youth positivity, and negative future self-images or "possible selves," arguing that if parent-school involvement fosters possible selves, strategies aimed at improving youths' possible selves can mitigate the negative impact of low parent-school involvement. (15). The main aim of this survey was to evaluate and spread awareness about parental involvement in academics.

MATERIALS AND METHODS

The study was conducted with the approval of the Institutional Ethics Committee. The study consisted of one assessor and one guide. Self administered questionnaire of 13 close-ended questions was prepared and was validated by the Institutional Review Board(IRB). The questionnaire was distributed among 100 undergraduate dental college students of private dental college institutions through an online survey form "GOOGLE FORMS" Demographic details were also included in the questionnaire. Data was analysed with the SPSS version (22.0). Descriptive statistics as number and percent were calculated to summarize qualitative data. Chi square test (p value <0.05 was considered statistically significant) was used to analyze and compare the education level of students and their knowledge, attitude and practise on armamentarium for endodontic surgery among undergraduate dental students. Finally the results were represented by using bar charts and frequency tables.

RESULTS

In the current study, 85.5% of them responded that parents advise their children for completing homework and 14.5% of them responded that they do not(Figure 1) Around 76.9% of them responded that parents arrange tuition for their children and 23.1% of them responded that they do not(Figure 2). Majority of the participants 70.7 % of them responded that parents help their children in completing the homework and 29.3% of them responded that they do not(Figure 3). Around 67.2% of them responded that they do not monitor their children's attendance report and 32.8% of them responded that they do(Figure 4). Majority of the participants 64.1% of them responded that they enquire about the method of teaching and 35.0% of them responded that they do not (figure 5). Around 67.6% of them responded that they do not contact teachers if their child does not complete that time regularly and 32.4% of them responded that they do (figure 6).

Majority of the participants 66.9% of them responded that they encourage their children for their good academic performance and 33.1% of them responded that they do not (Figure 7). Around 63.4% of them responded that parental involvement does not affect the child's academics and 36.6% of them responded that it does (figure 8). Majority of the participants 68.6 % of them responded that parents pressurize their children to attend extra classes. and 31.4% of them responded that it does not (Figure 9). Around 51.4% of them responded that they have changed their teaching style by the parent's advice and 48.6% of them responded that they have not (Figure 10).

The majority of the participants 71.6% of them responded that they feel disturbed about parental involvement in academics especially during the online classes and 28.4% of them responded that they do not (Figure 11). Around 62.1% of them responded that parents are positive reinforcement and 37.9% of them responded that they are negative reinforcement(figure 12). Majority of the participants 76.9% of them responded that parents themselves think that their children's teachers also feel the same as them when parents suggest changes in the way the class should go on and 23.1% of them responded that they do not feel the same (figure 13).

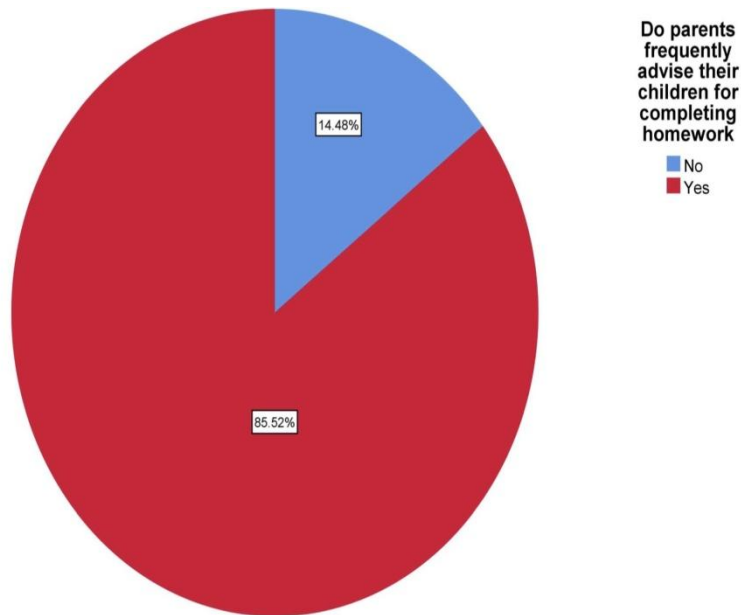


Figure 1: Pie Chart representing the percentage distribution of awareness about parents frequently advising their children for completing homework. Majority of the participants 85.5% of them responded that parents advise their children for completing homework (red) and 14.5% of them responded that they do not(blue)

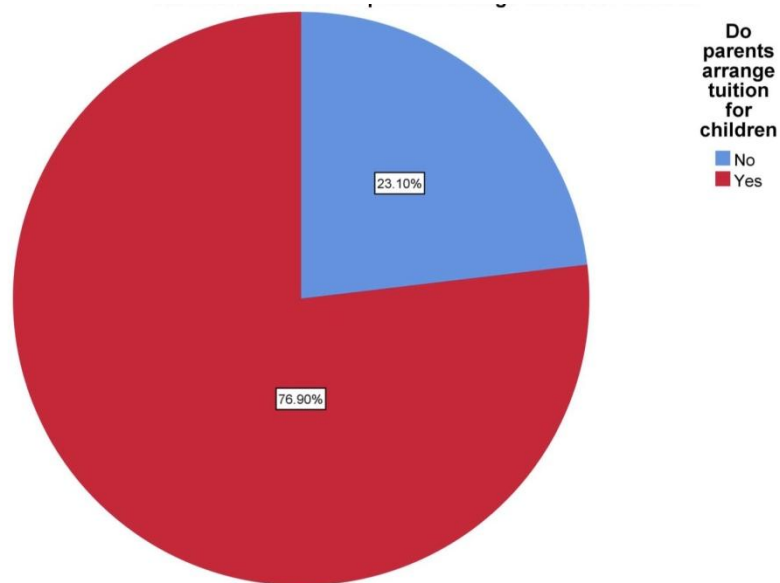


Figure 2: Pie Chart representing the percentage distribution of awareness about parents who arrange tuition for their children. The majority of the participants 76.9% of them responded that parents arrange tuition for their children (red) and 23.1% of them responded that they do not(blue)

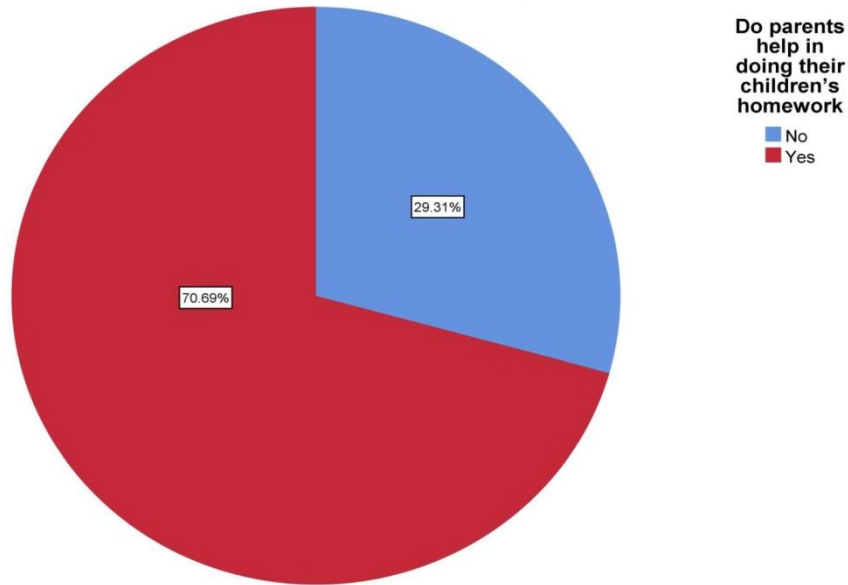


Figure 3:Pie Chart representing the percentage distribution of awareness about parents help in doing their children homework Majority of the participants 70.7 % of them responded that parents help their children in completing the homework (red) and 29.3% of them responded that they do not(blue)

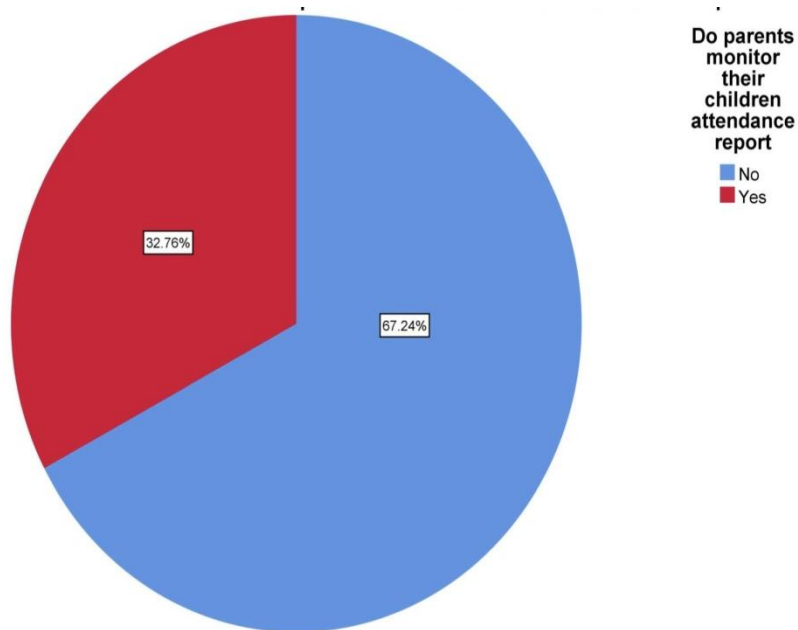


Figure 4:Pie Chart representing the percentage distribution of awareness about parents monitor their children's attendance report Majority of the participants 67.2% of them responded that they do not monitor their children's attendance report (blue) and 32.8% of them responded that they do (red)

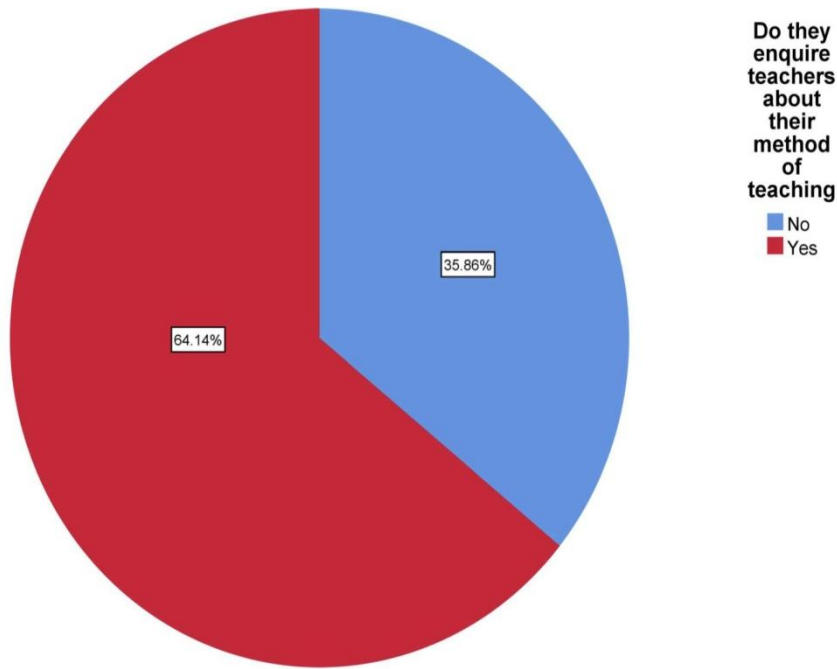


Figure 5:Pie Chart representing the percentage distribution of awareness about parents enquire teachers about their method of teaching. The majority of the participants 64.1% of them responded that they enquire about the method of teaching (red) and 35.0% of them responded that they do not(blue)

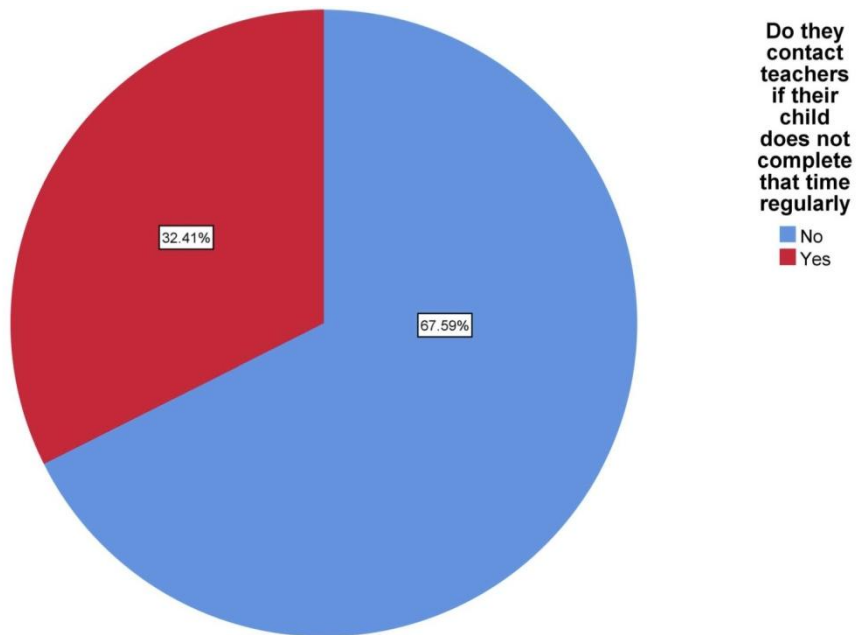


Figure 6:Pie Chart representing the percentage distribution of awareness about parents contact teachers if their child does not complete that time regularly. The majority of the participants 67.6% of them responded that they do not contact teachers if their child does not complete that time regularly(blue) and 32.4% of them responded that they do(red)

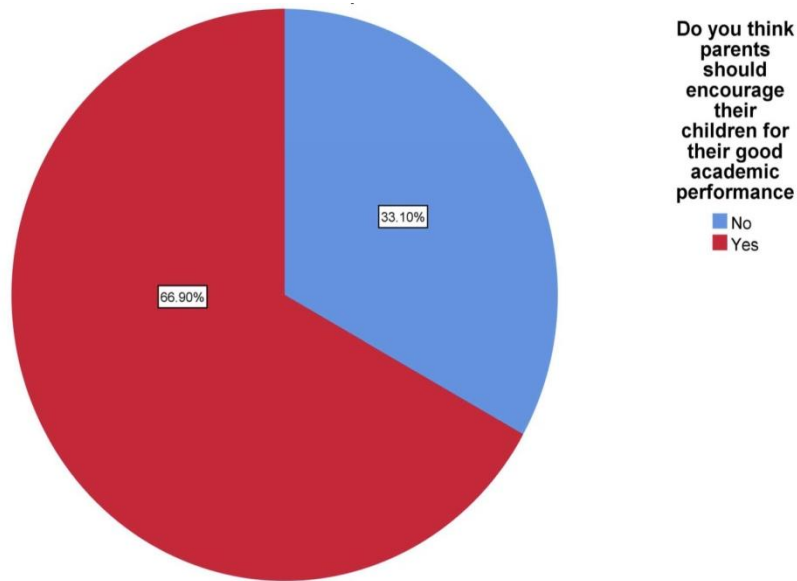


Figure 7: Pie Chart representing the percentage distribution of awareness about parents should encourage their children for their good academic performance Majority of the participants 66.9% of them responded that they encourage their children for their good academic performance (red) and 33.1% of them responded that they do not(blue)

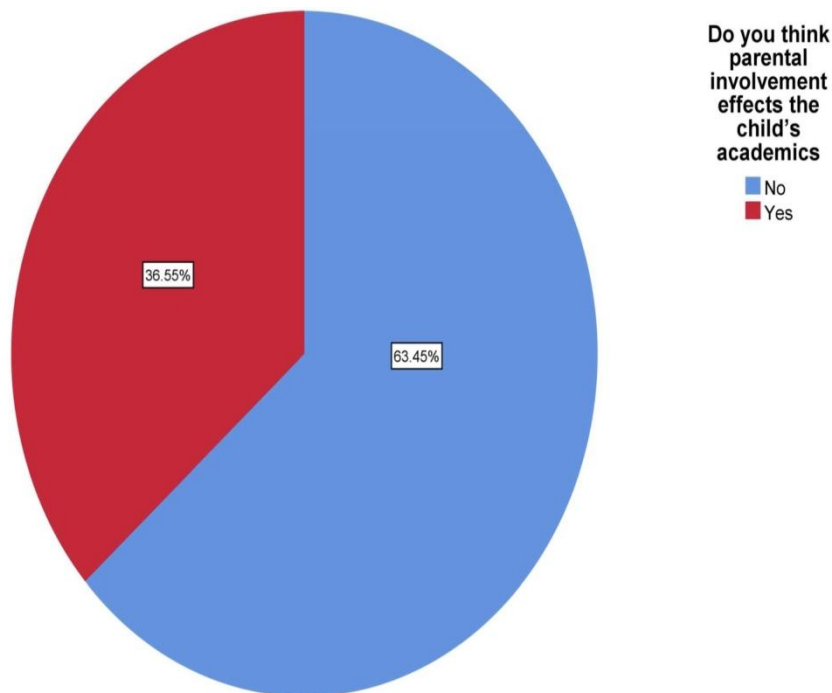


Figure 8: Pie Chart representing the percentage distribution of awareness about questioning the population whether they think parental involvement affects the child's academics. The majority of the participants 63.4% of them responded that parental involvement does not affect the child's academics. (blue) and 36.6% of them responded that it does(red)

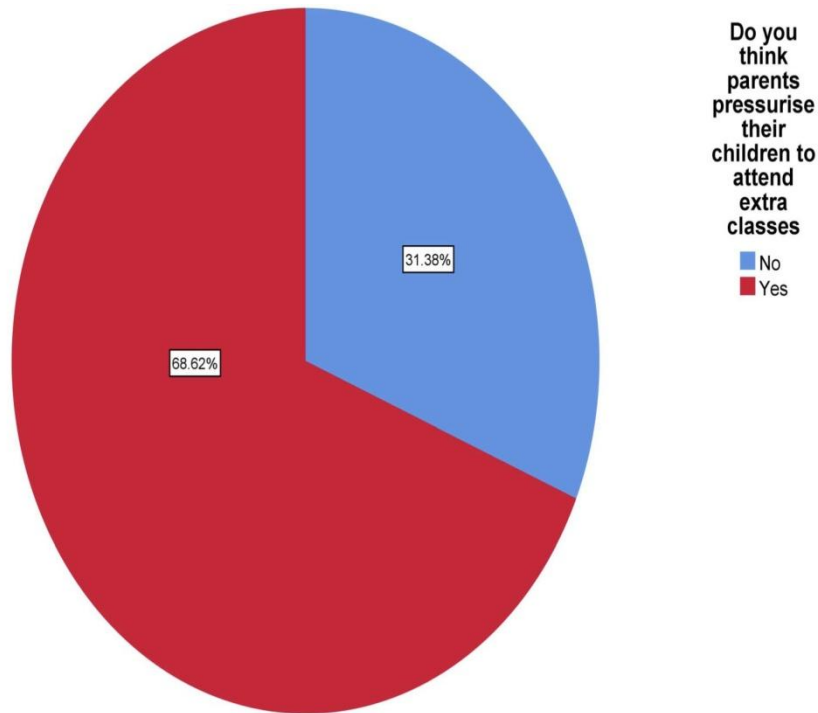


Figure 9: Pie Chart representing the percentage distribution of awareness about questioning the population whether they think parents pressurize their children to attend extra classes. Majority of the participants 68.6 % of them responded that parents pressurise their children to attend extra classes. (red) and 31.4% of them responded that it does not (blue)

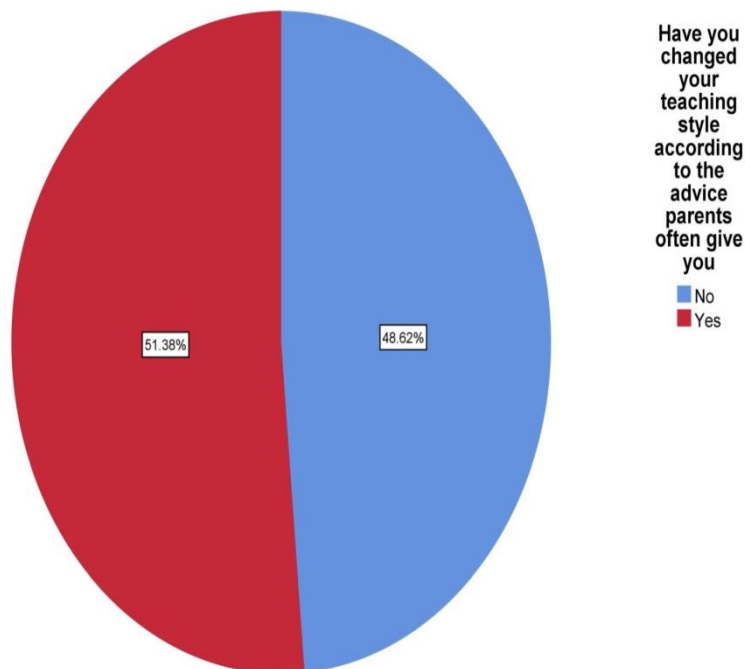


Figure 10: Pie Chart representing the percentage distribution of awareness about questioning the teachers whether they have changed their teaching style according to the advice parents often give them. Majority of the participants 51.4% of them responded that they have changed their teaching style by the parent's advice (red) and 48.6% of them responded that they have not (blue)

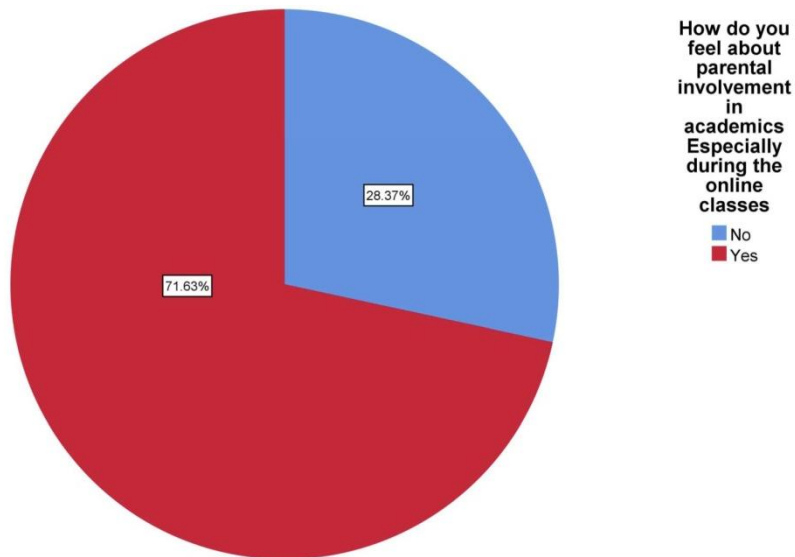


Figure 11: Pie Chart representing the percentage distribution of awareness about questioning the teachers How they feel about parental involvement in academics especially during the online classes. The majority of the participants 71.6% of them responded that they feel disturbed about parental involvement in academics especially during the online classes (red) and 28.4% of them responded that they do not(blue)

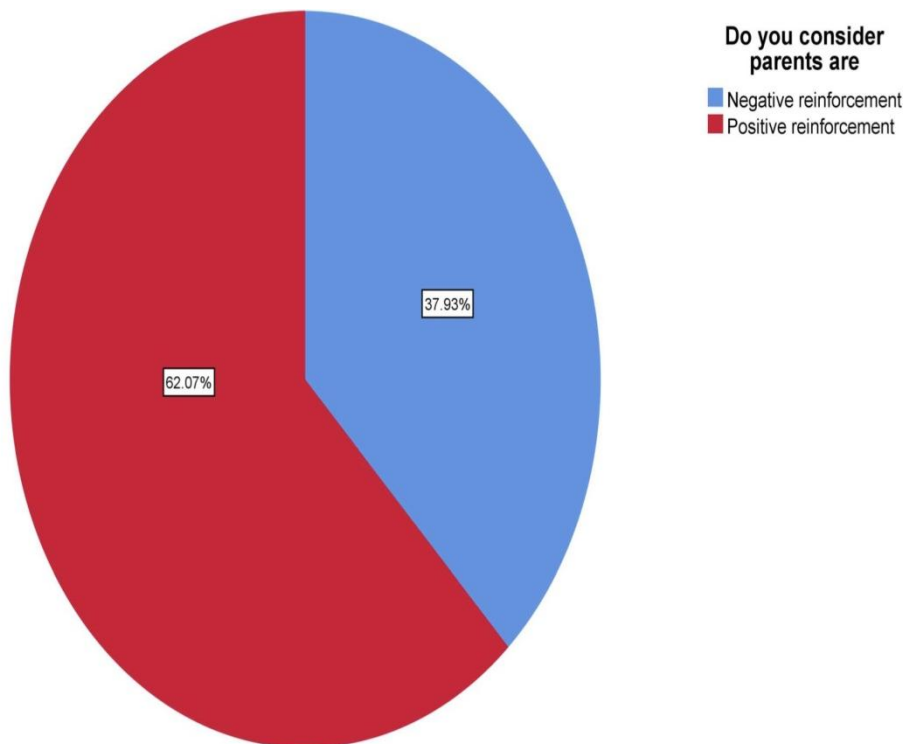


Figure 12: Pie Chart representing the percentage distribution of awareness about whether they think parents are positive reinforcement or negative reinforcement. The majority of the participants 62.1% of them responded that parents are positive reinforcement (red) and 37.9% of them responded that they are negative reinforcement(blue)

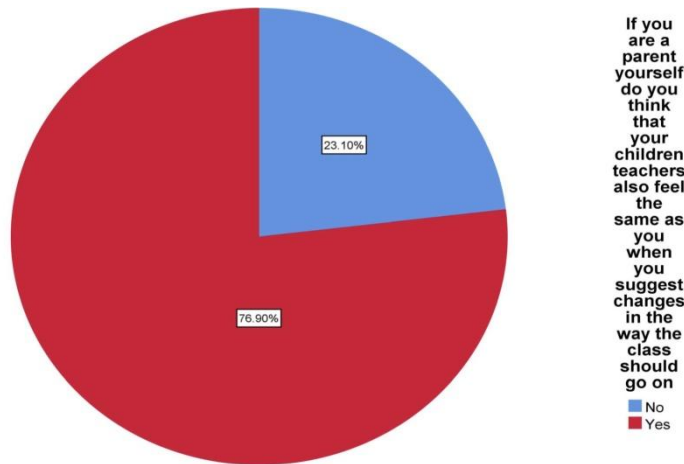


Figure 13: Pie Chart representing the percentage distribution of awareness about whether the parent themselves think that their children’s teachers also feel the same as them when parents suggest changes in the way the class should go on. The majority of the participants 76.9% of them responded that parents themselves think that their children teachers also feel the same as them when parents suggest changes in the way the class should go on (red) and 23.1% of them responded that they do not feel the same(blue)

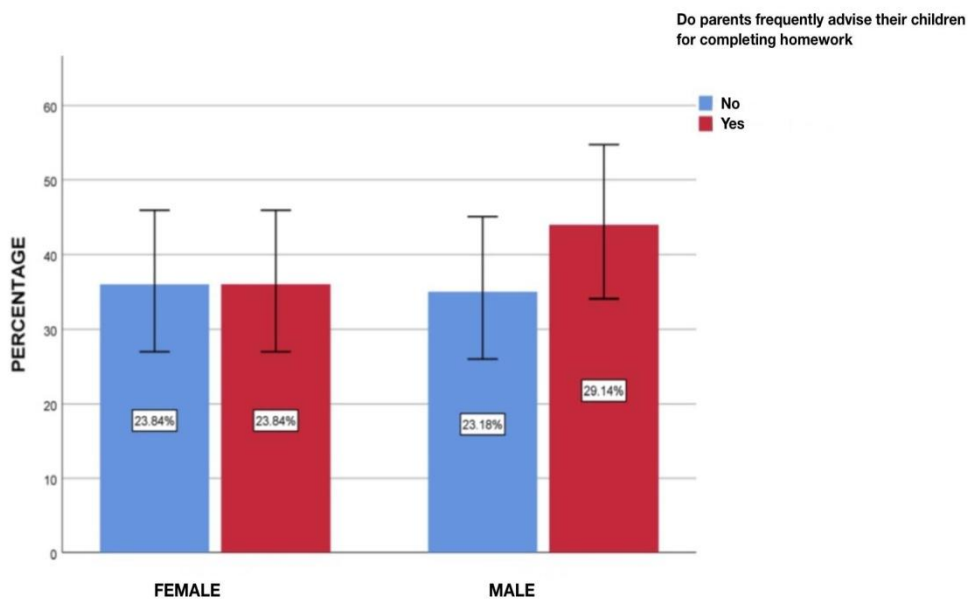


Figure 14: Bar charts represent association between gender and whether the parents frequently advise their children for completing homework .X axis represents the gender and Y axis represents the number of participants who responded that they advise (blue) and number of participants who do not advise (red). Majority of males (29.14%) responded that parents frequently advise their children for completing homework.(16.41%) . Pearson’s Chi square value : 0.351 , P value = 0.554 (>0.05) hence not significant

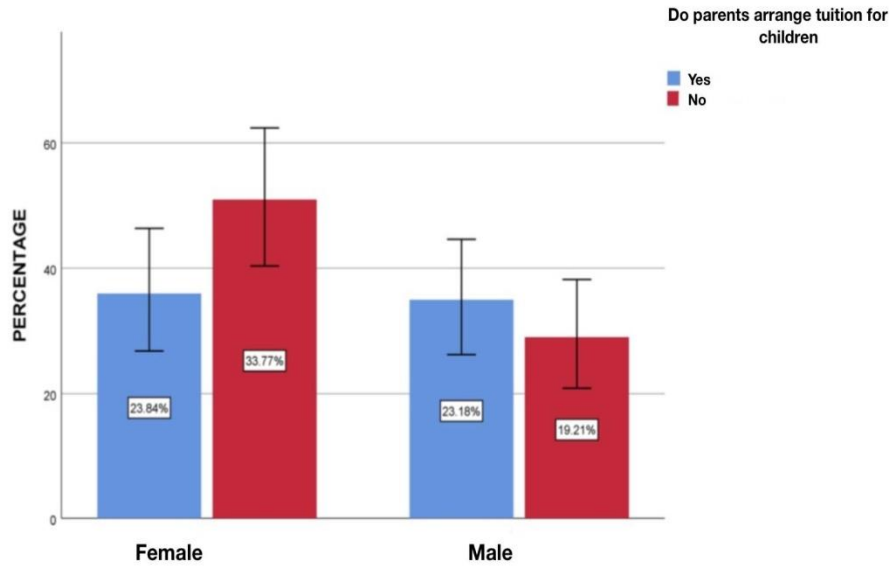


Figure 15: Bar charts represent association between gender and whether the parents arrange tuition for children. X axis represents the gender and Y axis represents the number of participants who responded that they arrange tuition (blue) and number of participants who do not arrange (red). Majority of females (33.77%) responded that parents arrange tuition for children. Pearson's Chi square value : 0.266 , P value = 0.606 (>0.05) hence not significant

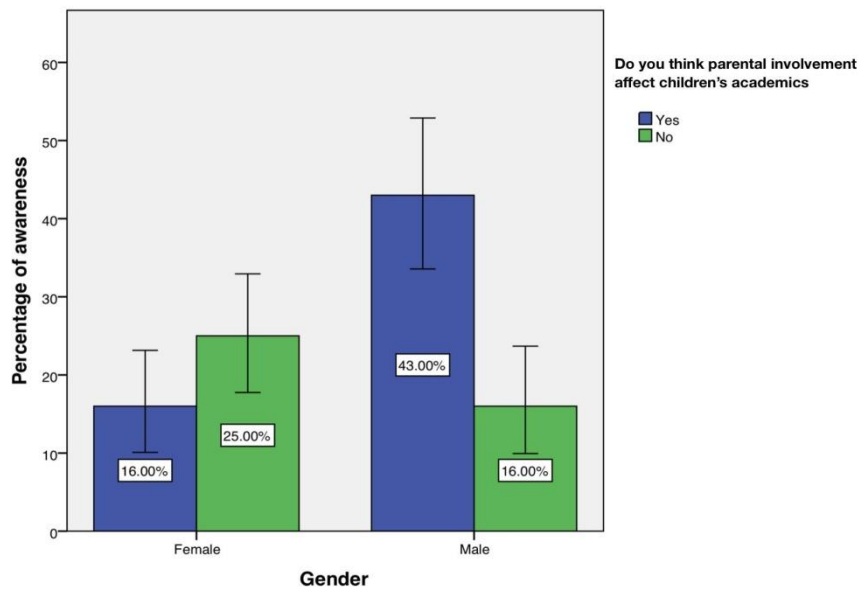


Figure 16: Bar charts represent between gender and awareness whether the parental involvement affects the children's academics. X axis represents the gender and the Y axis represents the number of participants responding that it affects (blue) and the number of participants who think that it does not affect (red). Majority of males (43%) have responded that the parental involvement affects the children academics Blue indicates yes and green indicates no. P value = 0.251 (>0.05) hence not significant

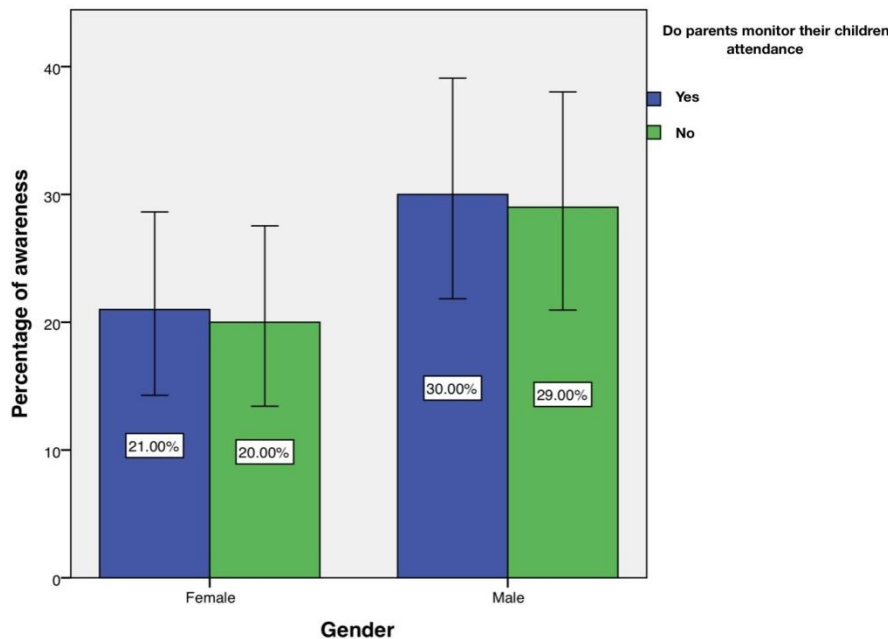


Figure 17: Bar charts represent between gender and awareness whether the parents monitor their children's attendance report.. X axis represents the gender and Y axis represents the number of participants who responded that they do monitor their children's report(blue) and number of participants that they do not(red).Majority of males (30%) have responded that parents monitor their children's attendance report.Blue indicates yes and green indicates no.P value = 0.831 (>0.05)hence not significant

DISCUSSION

The process of promoting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood(16). Parenting refers to the aspects of raising a child aside from biological relationships. (17)Affluent communities currently have more positive family involvement, on average, unless schools and teachers in economically distressed communities work to build positive partnerships with their students' families. (18) Schools in more economically depressed communities make more contact with families about the problems and difficulties their children are having. (19)Single parents, parents who are employed outside the home, parents who live far from the school, and fathers are less involved, on average, at the school building, unless the school organizes opportunities for families to volunteer at various times and in various places to support the school and their children(20). As per the research, Teachers who create partnerships with parents are more likely to report that all parents can help their children. (21) Assisting families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. (22)

Communicating with families about school programs and student progress through effective school to home and home to school communications. (23)By improving the recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs (24). Involving families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. (25) Including families as participants in school decisions, governance, and advocacy through school councils, communities, and other parent organizations(26)Coordinating community resources and services for students, families, and school with business, agencies, and other groups and provide services to the community. (27)The parents who spent some quality time with their children each day tend to be good motivators to their children. Parental involvement plays an important role in students' education, and the advantages of it for students are numerous(28). For example, parental involvement has a positive influence on the students' academic success. (29)Parental involvement makes a positive contribution to students' academic achievement by affecting their academic self-concept which is of considerable importance in academic success(30).

Many researchers have claimed that the key to the improvement of children's academic accomplishment is boosted parental involvement. In contrast, the effect parental involvement has on students' academic achievement is not significant. (31) Some researchers have even identified that when parents get involved with students' homework and communicate with the school, it negatively affects the students' academic success by decreasing their test scores. (32) Moreover, when parents get involved, they contribute to their children's emotional development and behavior, well-being, social skills, and even school attendance. (33) Parents' participation in school activities may establish connections between teachers and parents that have a positive influence on teachers' impressions of and views about students (34). The conversations about school between students and their parents and parental participation at school events have a statistically considerable influence on the students' academic achievement, whereas the effect of checking the students' homework by parents is not statistically significant. (35) The effect of parents' participation at school events on students' academic achievement is less than parents' expectancies and parental styles. (36) Limitations of the study are sample size, age, gender, population. Further research should be done to understand in full depth the effect of parental involvement in the academic activities for their children. Our team has extensive knowledge and research experience that has translate into high quality publications (37-46)

CONCLUSION

With the limitations of the study we concluded the effect of parental involvement in academics. And also we found that the majority of the study population is aware of parental involvement in academics. Females are more aware About the Effects of parental involvement in academics than males .

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Conflict Of Interest

All the authors declare no conflict of interest in the study.

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