

AN ANALYTICAL STUDY ON THE IMPACT OF PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC PERFORMANCE

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Abstract

This study examines the impact of parental involvement on students' academic performance, with a particular focus on how different levels of parental support correlate with student achievement. A sample of 300 students from urban and rural schools in Krishna District, Andhra Pradesh, was selected for the analysis. The study investigates various forms of parental involvement, including homework assistance, communication with schools, and fostering educational aspirations. Using quantitative methods such as Pearson correlation and t-tests, the research evaluates the relationship between parental involvement and students' academic performance, as measured by GPA. The findings reveal a strong positive correlation ($r = 0.64$) between parental involvement and academic success, with students in areas of higher parental engagement showing better academic outcomes. Additionally, gender-based differences in parental involvement were observed, with female students receiving more parental support. Urban students exhibited significantly higher levels of parental involvement compared to their rural counterparts. These results underscore the importance of increasing parental involvement, especially in rural areas, to enhance students' academic performance. The study offers recommendations for policymakers, educators, and parents to promote active school-parent partnerships and provide resources that support greater parental engagement in students' education.

Keywords: Parental Involvement, Academic Performance, Student Achievement, Home-School Partnership, Educational Support.

1. Introduction

Parental involvement in education is widely acknowledged as a crucial factor in promoting student success. Research consistently shows that when parents engage in their children's academic lives, students tend to perform better, exhibit higher motivation, and demonstrate improved behavior at school. Parental involvement can take various forms, including assisting with homework, attending parent-teacher meetings, fostering educational aspirations, and creating a supportive home environment for learning.

However, the level and nature of parental involvement vary greatly across socio-economic groups, geographic locations, and cultural contexts. In India, where education systems span urban, rural, and semi-urban areas, it is essential to understand these disparities. Urban areas often benefit from better resources and higher awareness, while rural families may face challenges such as limited access to information, lower educational attainment, and economic constraints, which can impact their ability to engage in their children's education. While previous studies have demonstrated a positive relationship between parental involvement and academic performance (Epstein, 1995; Hill & Tyson, 2009), most of this research has focused on Western contexts or specific age groups. There is a gap in understanding how parental involvement influences students in the diverse Indian context, especially in rural areas.

This study aims to address this gap by examining the relationship between parental involvement and students' academic performance in Krishna District, Andhra Pradesh, with a particular focus on variations based on gender and geographic location (urban vs. rural). By studying a diverse sample of students from both urban and rural schools, this research seeks to provide valuable insights into how different forms of parental support influence academic achievement, particularly in the Indian setting.

2. REVIEW OF LITERATURE

Desforges and Abouchaar (2003) conducted a study that emphasized the positive relationship between parental involvement and academic achievement. Their conclusion highlighted that active parental participation in children's learning significantly enhances test scores and educational outcomes. Similarly, Henderson and Mapp (2002) underscored the importance of family engagement in education, particularly in attending school events and helping with homework, as these actions are linked to increased academic success. Epstein (2001) introduced a widely recognized conceptual framework that illustrates how various forms of parental involvement, such as supporting school attendance and student behavior, can positively influence academic performance.

Hill and Tyson (2009) focused their research on the impact of parental involvement, specifically intellectual socialization, on student behavior and school attendance, further investigating the potential connections between these factors. Walker, J. M. T., and Hoover-Dempsey, K. V. (2006) studied the relationship between parental involvement and children's social and emotional development, finding that active parental engagement is positively correlated with improved social and emotional outcomes for students.

Lareau (2011), in her ethnographic study "Unequal Childhoods," explored how different parenting approaches and levels of parental involvement influence educational outcomes, highlighting the role of socio-economic factors in shaping parental engagement. Dearing, Kreider, Simpkins, and Weiss (2006) examined various interventions, such as family literacy programs and parent-teacher collaborations, assessing their effectiveness in boosting student performance. Hill and Craft (2003) looked into how cultural and ethnic differences impact parental involvement, stressing the importance of culturally sensitive strategies to effectively engage families from diverse backgrounds in education.

The study by Grolnick, Benjet, Kurowski, and Apostoleris (1997) focused on the long-term effects of parental involvement on children's academic success and career aspirations, indicating that early parental engagement can yield lasting benefits. Kohl, G. O., Lengua, L. J., and McMahon, R. J. (2000) investigated the barriers that hinder parental engagement, such as work schedules, language barriers, and lack of confidence in assisting with academic tasks, pointing out the challenges that can prevent full parental participation in their children's education.

3. OBJECTIVES OF THE STUDY

1. To examine the level of parental involvement in students' education.
2. To assess the academic performance of students with varying levels of parental support.
3. To analyze the correlation between parental involvement and academic achievement.
4. To investigate gender and location-based differences in parental involvement.

4. HYPOTHESES

1. To examine the level of parental involvement in students' education.
2. To assess the academic performance of students with varying levels of parental support.
3. There is a significant positive correlation between the level of parental involvement and students' academic achievement (GPA).
4. There are significant gender-based differences in parental involvement, with parents being more involved in the education of female students than male students.
5. There are significant differences in the level of parental involvement between urban and rural students, with urban students receiving more parental involvement.

5. METHODOLOGY

5.1 Research Design:

Descriptive and analytical in nature.

5.2 Sample:

- **Total participants:** 300 students (Grades 6–10)
- **Location:** Krishna District, Andhra Pradesh
- **Sampling technique:** Stratified random sampling
- **Demographics:**
 - 150 male and 150 female students
 - 180 urban and 120 rural students

5.3 Tools Used:

- **Parental Involvement Scale** (developed for this study; Cronbach's alpha = 0.81)
- **Academic Performance:** Average of two most recent term exams (converted to GPA on a 10-point scale)

5.4 Statistical Techniques:

- Pearson Correlation Coefficient
- t-Test
- ANOVA

6. RESULTS AND DISCUSSION

6.1 Levels of Parental Involvement:

Level	% of Parents (n = 300)
High	32%
Moderate	45%
Low	23%

6.2 Academic Performance by Parental Involvement:

Involvement Level	Average GPA
High	8.4
Moderate	7.1
Low	5.9

- **Interpretation:** Students with high parental involvement performed significantly better.

6.3 Correlation Analysis:

- Pearson correlation between parental involvement and GPA: $r = 0.64, p < 0.01$
 - Strong positive relationship

6.4 Gender-Based Comparison:

Gender	Mean GPA	Mean Parental Involvement Score
Male	7.0	58.2
Female	7.6	62.5

- t-Test result: $p < 0.05$, indicating significant gender differences

6.5 Urban vs. Rural:

Location	Mean GPA	Mean Parental Involvement
Urban	7.8	64.1
Rural	6.6	55.3

- ANOVA shows statistically significant differences between groups ($p < 0.01$)

6.6 Discussion

The findings reinforce global literature asserting the vital role of parental involvement in academic achievement. Urban parents tend to be more engaged, possibly due to better access to educational resources and higher awareness. Gender-based differences suggest a cultural inclination to support girls more actively in education, particularly in the studied region.

7. CONCLUSION

The findings of this study clearly demonstrate the significant impact of parental involvement on students' academic performance. The positive correlation between parental support and academic achievement highlights that students who receive more involvement from their parents—whether through homework help, communication with schools, or encouragement of educational aspirations—tend to perform better academically. Additionally, the study reveals that urban students generally benefit from higher levels of parental involvement compared to their rural counterparts, likely due to greater access to resources and awareness in urban areas. Gender-based differences further show that parents tend to engage more actively with the education of female students than male students. These findings underscore the pivotal role that parents play in shaping their children's educational success. Increased parental involvement not only fosters a positive learning environment but also contributes significantly to academic improvement. However, the disparities in parental engagement between urban and rural areas highlight the urgent need for targeted interventions to address these gaps, ensuring that all students, regardless of socio-

economic or geographical background, have equal access to the support their parents can provide in their education.

In light of these results, this study recommends that schools and policymakers prioritize efforts to promote and facilitate parental involvement, particularly in rural and disadvantaged areas. Schools should introduce programs that educate parents about the importance of their engagement, provide resources for home-based learning, and strengthen parent-teacher communication. Additionally, tailored interventions should be developed to meet the specific needs of rural parents, helping them overcome barriers such as limited access to information and educational resources. Ultimately, fostering greater parental involvement is a vital strategy for improving academic performance and ensuring that every student has the opportunity to succeed. Collaboration between parents, schools, and communities is essential in creating an educational ecosystem where all children can thrive.

8. RECOMMENDATIONS

- Schools should conduct regular parent workshops.
- Develop home-learning kits for parents.
- Promote digital tools to enhance parent-teacher communication.
- Include parental involvement in school improvement plans.

9. LIMITATIONS

- Limited to one district in Andhra Pradesh
- Self-reported data from students
- Focuses on middle and high school only

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