



# A STUDY OF PARENTAL INVOLVEMENT TOWARDS SCHOOLING AND EDUCATIONAL SUCCESS OF PRIMARY LEVEL STUDENTS

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## ABSTRACT

Parental involvement refers to parents' participation in their children's educational activities at home and school, such as assisting with homework, attending events, and talking with teachers. At the elementary level, such involvement is critical for improving academic performance, motivation, and general development. The purpose of this study is to evaluate the relationship between parental participation and primary pupils' academic performance. A random sample of 100 students in grades 3-5 and their parents was drawn from a private school. Data were gathered using a parental participation frequency measure and academic grades from school records. The study discovered a strong positive connection ( $r = 0.61$ ,  $p < 0.01$ ) between parental participation and academic achievement. Activities such as homework assistance, reading with the child, and regular teacher communication were important contributions. The findings emphasise the importance of effective school-family partnership in increasing student achievement.

**KEYWORDS:** Parental Involvement, Schooling, Educational Success, Primary Level Students

## I. INTRODUCTION

Parental participation has long been recognised as an important factor in children's academic achievement. At the primary level, when basic learning occurs, parents' involvement and support in their children's education can have a substantial impact on outcomes in both cognitive and emotional dimensions. This study looks into the degree and nature of parental involvement, as well as how it affects primary school children's academic achievement.

### Importance of Parental Involvement

Parental involvement is critical in a child's educational journey, particularly during the elementary school years when core learning and personal development begin. At this period, children are extremely receptive and rely heavily on their parents for assistance, advice, and encouragement. When parents actively participate in their child's education—by assisting with homework, communicating with instructors on a regular basis, attending school events, and establishing a structured learning environment at home—the child's academic performance and motivation improve dramatically.

Such involvement helps youngsters establish favourable attitudes towards school, boosts their self-esteem, and encourages frequent attendance. It also deepens the home-school relationship, allowing teachers and parents to work together to meet the child's academic and emotional requirements. According to research, students with interested parents perform better in reading, writing, and arithmetic, as well as in terms of behaviour and social skills.

Furthermore, parental participation promotes discipline, accountability, and a lifelong love of learning. It reassures children that their education is valued and supported, motivating them to succeed. In essence, meaningful parental participation not only improves academic accomplishments but also contributes to the child's whole development, establishing the framework for future educational and personal success.

### 1.1 Objective

To examine the relationship between parental involvement and students' educational success at the primary level

### 1.2 Hypothesis

There is no significant relationship between parental involvement and students' educational success at the primary level

## II. METHODOLOGY

### 2.1 Sample

A sample refers to a subset of individuals, items or element selection from a larger population. The purpose of sampling is to study and make inferences about the entire population by examining a representative portion of it. In the present study, a sample of 100 primary school students' parents was selected through the simple random sampling technique from The Shishukunj International School located in Indore. This method of sampling ensures that everybody has an equal and independent chance of being selected, thus reducing bias and enhancing the representativeness of the findings. The sample aimed to include a balanced mix of parents from varied family backgrounds to better



understand how different parental involvement patterns influence educational outcomes.

### 2.2 Research Design

The current study employs a descriptive survey design aimed at systematically examining the relationship between parental involvement and the educational success of primary-level students. This methodological approach is particularly appropriate for research endeavors that seek to collect comprehensive, factual information regarding existing conditions without the manipulation of variables. Furthermore, this design supports the collection of extensive quantitative data, thereby providing a robust empirical basis for deriving significant conclusions and recommendations.

## III. TOOLS

### 3.1 Frequency Scale

A frequency scale is a tool used in educational and social science research to determine how frequently a respondent engages in a particular behaviour or experience. It employs categories such as Always, Often, Sometimes, Rarely, and Never, enabling for consistent and interpretable data collecting. This scale is especially useful in self-report questionnaires, converting subjective experiences into quantifiable data. Its clarity, ease of use, and adaptability enhance both qualitative and quantitative research, contributing significantly to the reliability and validity of study findings.

### 3.2 Parental Involvement Scale (PIS)

The Parental Involvement Scale (PIS) by Dr. Rita Chopra and Dr. Surabala Sahoo was used to assess parental involvement in education. It includes 34 items across three dimensions: School Involvement, Home Involvement, and PTA Involvement, using a

standardized Likert-type format. The Hindi version ensured clarity for participants. Validated for use with parents of primary students and published by the National Psychological Corporation, Agra, the scale is reliable and effective for measuring parental engagement in educational research.

## IV. PROCEDURE OF DATA COLLECTION

In the present study, the researcher picked up a private school from Indore City. It is affiliated with the Central Board of Secondary Education. The Shishukunj International School has been selected to collect the data of the participants. After getting a permission letter from Arihant College, Indore the researcher got approval from school management that the data collection could be done in the upcoming suitable days. Prior to data collection, the purpose and objectives of the study were clearly explained to the school heads and class teachers, who extended their cooperation in identifying the target group of parents. Parents were given clear instructions on how to respond to the items on the Likert scale, ensuring that they understood the nature of the statements and the response format. The researcher remained available to clarify any doubts during the process, while ensuring that responses were not influenced.

## V. DATA ANALYSIS

Pearson's correlation coefficient was applied to evaluate the relationship between parental involvement and educational success.

## VI. RESULT AND INTERPRETATION

According to the objective and hypothesis of the present study, Pearson's correlation coefficient was applied for data analysis and the result is shown in the table below.

**Table 6.1 To evaluate the relationship between parental involvement and educational success.**

Variables	Pearson's r	Significance (p-value)	Interpretation
Parental Involvement & Educational Success	0.61	0.000	Moderate to strong positive correlation (significant at 0.01 level)

Table 6.1 clearly indicates that there is a moderately strong, statistically significant positive correlation between parental involvement and students' educational success.

## VII. CONCLUSION

Students whose parents regularly participated in school activities, monitored their study habits, and communicated with teachers tended to score higher academically.

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