

Role of Parental Involvement in Student Education with Special Reference to Private College in Delhi

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Abstract

Education has experienced significant advancements and has permeated various spheres of human existence. It has played a crucial part in enhancing the economic position of a nation. Dr. APJ Abdul Kalam emphasized the importance of fostering patriotism among Indian citizens by encouraging them to envision a prosperous nation. He particularly directed his efforts towards the education of students and their aspirations for a developed India by the year 2020. This can be achieved solely through parental involvement in their children's education. Educational stakeholders ought to actively engage in students' education by actively participating in their academic progress, including assisting with homework assignments and fostering their motivation to achieve the desired learning outcomes. Parents have an active role in advocating for modifications to the expulsion criteria. The ability to alter attitudes and aspirations has the potential to motivate pupils to contribute to the betterment of their nation. This study aims to discuss the significance of parental involvement in children's lives, as well as the reciprocal involvement of children in their parents' lives. The active participation of parents in their children's education is an essential element that significantly contributes to the academic achievements and holistic growth of students. The involvement of parents in various activities such as assisting with homework, attending school events, and cultivating a conducive learning atmosphere at home has been associated with enhanced academic performance, favorable attitudes towards learning, and increased communication abilities. In addition, the engagement of parents in their children's education offers emotional and motivational assistance, fosters students' ability to overcome challenges, and bolsters their future academic opportunities. The acknowledgment and resolution of the obstacles and impediments to parental engagement are crucial in order to optimize student results. This abstract elucidates the diverse and intricate nature of parental involvement in education, underscoring its significance in fostering the comprehensive growth of pupils.

Keywords: *Parental Involvement, Student Education, Academic, Private College*

Introduction

The active participation of parents in their children's education starting at a young age has a substantial impact on academic success, which persists throughout adolescence and adulthood. The impact of parental participation on children's outcomes is influenced by the quality and content of such involvement. Family learning can yield a multitude of advantages for both parents and student, encompassing enhancements in the domains of reading and writing. Research conducted on a global scale indicates that parents who possess elevated levels of ambitions tend to exhibit greater levels of involvement in their student's educational pursuits. In the year 2007, over 50% of the parents who participated in the poll expressed a high level of engagement in their child's educational experience. A majority of parents, specifically two-thirds, expressed a desire to increase their level of engagement in their student's educational experience. The extent of parental participation exhibits variability between different parents. This paper presents empirical findings regarding the influence of parental involvement on student's

education, highlighting the specific developmental phases at which this influence is observed and identifying the types of activities that have been found to be influential (Handique., et.al., 2016).

The educational system has placed a disproportionate emphasis on cognitive development, utilizing a wide array of global resources to support this endeavor. Insufficient attention has been devoted to nurturing the soul, hindering its essential growth. The exclusive or limited emphasis on cognitive development, without sufficient attention to moral and spiritual growth, has hindered the advancement of humanity in terms of fostering love, empathy, and a sense of unity among individuals (Chaurasia., et.al., 2016). In instances where an individual's emotions and instincts remain unrefined, the awakening of love and sympathy does not occur. In instances where individuals lack a sense of reverence towards a higher power, such as the fear of God, their possession of knowledge, particularly scientific knowledge, can pose a significant threat to the well-being and security of the human race. The college and Home serve as crucial entities through which children can acquire, comprehend, and cultivate moral values in a methodical manner.

The upbringing of a child is significantly influenced by the involvement of parents and the environment of their house. Parents exhibit a higher level of accessibility to their student compared to other members of the family. The mother assumes the role of the primary educator, while the family serves as the initial educational institution, and parents act as the foremost exemplars in the realm of social behavior. Parents can demonstrate their affection towards their offspring by diligently undertaking all requisite measures to guide them towards a morally upright trajectory. When a youngster experiences a nurturing family environment, characterized by a strong upbringing and a sense of security, their confidence in making morally sound decisions is enhanced, regardless of whether the household adheres to religious beliefs or not. Students of this nature have enhanced discernment when it pertains to selecting companions, so positioning themselves more effectively to navigate the challenges of peer influence. Placing particular emphasis on early training among students can offer enhanced measures of protection against several social vices, including but not limited to those mentioned.

Influence of Parental Attitudes and Ambitions

There exists empirical data indicating that the attitudes and aspirations held by parents, as well as those held by children themselves, can serve as predictors of student's educational attainment. Nevertheless, the correlation between parental ambitions and a student's achievement is intricate and influenced by various interconnections. Research conducted on an international scale has revealed a correlation between parental education and expectations. Specifically, individuals with greater levels of parental education tend to hold larger expectations regarding their student's academic achievements. However, it is also probable that parents who possess a higher level of education tend to have students who achieve higher levels of education, as these parents may hold greater expectations for their offspring. The aspirations parents hold for their children are influenced by their perceptions of their student's skills and abilities. Research conducted in India has revealed that parents who possess great goals for their students are more actively engaged in their children's educational pursuits. The majority of parents had lofty ambitions for their early offspring; nonetheless, these aspirations are prone to undergo modifications as students' progress in age due to economic limitations, the capabilities of the student themselves, and the accessibility of possibilities.

The relationship between aspirations and attainment remains substantial, irrespective of one's socio-economic status. However, it is worth noting that aspirations may have a more pronounced impact on achievement for individuals from more privileged socio-economic situations. There exists empirical evidence suggesting that some demographic groups, such as females, individuals from poorer socioeconomic origins, and minorities, may have a higher propensity for encountering a "aspiration-achievement gap." This gap refers to the disparity between their educational objectives and their academic accomplishments.

Although there is evidence to suggest that high parental and student aspirations can mitigate the negative impact of a low socio-economic background, it is important to note that the impacts of such aspirations can vary among different demographic groups, even when parents and pupils possess high educational aspirations.

Role of parental involvement in student education

The participation of parents in the educational process is of paramount importance in determining a child's academic achievements and holistic growth.

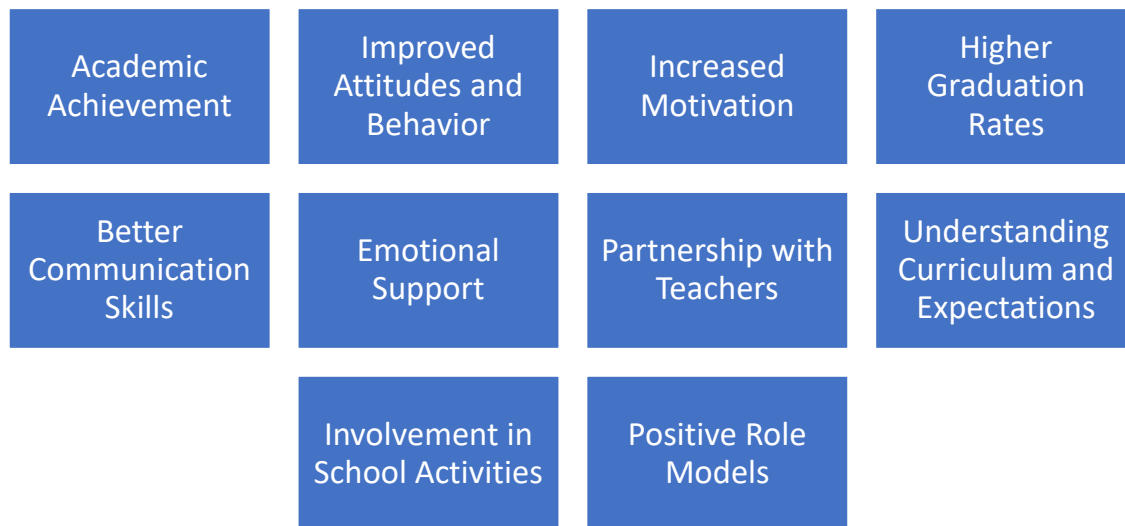


Figure 1: Major Elements of Parental Involvement in Student Education

The consensus among scholars is that when parents are actively involved in their children's education, there is a notable correlation with improved academic performance, increased positive attitudes towards learning, and the emergence of several other advantageous outcomes.

The following are essential elements pertaining to the significance of parental involvement in student education:

- The level of parental engagement has been found to exert a notable influence on a child's scholastic achievement. When parents engage in proactive measures to facilitate their children's educational progress, such as assisting with homework, participating in parent-teacher conferences, and cultivating an environment at home that fosters learning, there is an increased likelihood of pupils achieving exceptional academic performance (Mehta, R., 2016).
- There is a positive correlation between parental involvement in a child's education and the development of favorable attitudes towards school and learning in such child. Moreover, there is a decreased likelihood of their involvement in disruptive or negative conduct inside the school setting.
- Research has indicated that adolescents who have parents that are actively engaged in their education are more inclined to successfully complete high school and pursue further academic endeavors. The enhanced level of educational achievement can yield enduring advantages for individuals' future professional trajectories and overall welfare.
- The involvement of parents has the potential to enhance the development of children's communication abilities. When parents actively participate in talks with their children, engage in shared reading activities, and provide chances for dialogue, it has a positive impact on the development of language skills and comprehension abilities.
- The provision of parental support and encouragement has the potential to enhance a child's intrinsic drive to achieve academic success. The knowledge that students' parents possess a genuine concern for their education might serve as a motivating factor, prompting them to exert greater effort and establish more ambitious objectives for their academic pursuits.

- Parents have the capacity to offer emotional assistance to their children in times of difficulty, such as when a child has academic challenges or confronts social concerns within the school environment. The provision of a supportive and nurturing domestic setting has the potential to assist students in managing stress and developing resilience.
- The collaboration between parents and teachers plays a crucial role in determining the educational achievement of a kid. Parents have the opportunity to establish a collaborative relationship with teachers in order to effectively tackle academic difficulties, ascertain educational requirements, and devise approaches to foster the child's progress and maturation (Jain, A., et.al., 2018).
- Parental engagement facilitates the acquisition of knowledge among parents on the curriculum, grading system, and educational standards. This comprehension enables parents to offer more focused assistance to their offspring.
- Parents have the opportunity to engage in a range of school-related endeavors, including offering their services as volunteers inside the classroom, attending school functions, and becoming members of parent-teacher associations. These activities not only provide advantages for the child but also enhance the cohesion and solidarity among the school community.
- Parents who actively engage in their child's educational pursuits assume the position of constructive exemplars, so showcasing the significance of acquiring knowledge and the worth of educational endeavors.

Review Literature

The beneficial nature of parental involvement in student education is well acknowledged; nonetheless, it is not devoid of problems. Numerous scholarly investigations have delved into the aforementioned challenges, elucidating the intricate nature and impediments that parents, educators, and children may encounter when endeavoring to cultivate efficacious parental engagement. Epstein (2001) presents a seminal study that sheds light on the communication barriers that exist between parents and schools. The barriers encompassed in this context consist of disparities in language, instances of miscommunication, and an absence of efficient means for facilitating discussion. In their meta-analysis, Fan and Chen (2001) examine the impact of time limitations on parental engagement. Parents frequently face the challenge of balancing their professional obligations, familial duties, and their child's educational needs, so encountering obstacles in their ability to engage actively in school-related endeavors.

Mapp (2002) highlights the importance of cultural sensitivity in educational settings and recognizes the necessity for schools to take into account the varied backgrounds and values of parents in order to foster their active engagement. In this study, DePlanty and Coulter-Kern (2007) examine the issue of limited resources that parents encounter when attempting to increase their involvement in their child's education. These resources include restricted access to information and training opportunities. In their study, Hill and Tyson (2009) investigate the impact of educational disparities, such as socioeconomic variations, on parental engagement. The authors highlight that parents from poor backgrounds may have challenges in supporting their child's education due to limited resources.

In their seminal work, Sanders and Epstein (2000) delve into the concept of parental self-efficacy, highlighting the significance of parents' confidence in their capacity to make meaningful contributions to their child's educational development. In their 1997 study, Hoover-Dempsey and Sandler examine the complexities associated with establishing constructive parent-teacher connections and the subsequent impact of these interactions on parental engagement. Pomerantz, Moorman, and Litwack (2007) conducted a study that explores the complex task of reconciling student preferences and autonomy with parental engagement. In his article published in 2004, Simon (2004) examines the impact of school policies and practices on parental involvement, emphasizing the significance of school support in fostering parental engagement. The work by Warschauer and Matuchniak (2010) focuses on the issue of the digital divide and its impact on parental involvement in households with restricted technology access. These studies collectively emphasize the significance of acknowledging and tackling the difficulties that parents, educators, and children face in their efforts to promote successful parental engagement. By recognizing and confronting these obstacles, educational institutions and communities can enhance their ability to assist parents in their endeavors to actively participate in their child's educational journey.

Research Methodology

The research focused on private colleges in Delhi. In order to collect data from the participants, a set of questionnaires was developed. Members of the faculty who posed as parents were among the responders. Data from a selection of Delhi's private institutions for the year 2023 form the basis of the study report's presentation of facts and statistics. The sampling strategy used in this study is completely random. Likert scale questions are utilized, with responses ranging from "strongly disappointing" to "strongly acceptable" on the five-point scale. Before the primary data collection began, a preliminary test poll was done. One hundred and twenty-five parents participated in the pilot survey. The survey was designed to help clarify the overall format of the inquiry and head off any potential misunderstandings. There are two types of resources that are tapped for information gathering: primary data sources and secondary data sources. The primary data for the current study was acquired from the respondents through the use of a questionnaire. A total of 120 people took part in the study, which employed a descriptive methodology and was analyzed using SPSS. The research employs statistical methods like regression and correlation in addition to looking at the demographic data.

Objective of the study

- To explore the essential elements of parental involvement in student education in private college in Delhi
- To analyze & examine the relation between parental involvement & student education in private college in Delhi.

Hypothesis of the study

- H1: There is no strong positive relation between between parental involvement & student education in private college in Delhi.
- H1: There is a strong positive relation between between parental involvement & student education in private college in Delhi.

Table 1: Demographic Profile of Respondents

Respondents		(Freq.)
		N=120
Gender	F	78
	M	42
Parents Age	Below 29 years	05
	30-35 years	57
	36-41 years	28
	Above 42 years	30
Edu. Qualif.	Graduation	33
	Post_Grad.	59
	Others	28

Table 1 presents the demographic profile of the respondents who participated in the study. The sample size was 120, with 78 female and 42 male respondents. The age of the respondents was categorized into four groups: below 29 years (5 respondents), 30-35 years (57 respondents), 36-41 years (28 respondents), and above 42 years (30 respondents). The educational qualification of the respondents was also categorized into three groups: graduation (33 respondents), post-graduation (59 respondents), and others (28 respondents).

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.896 ^a	.775	.813	.719	.778	193.886	1	118	.000
<i>a. "Predictors: (Constant), Student Education"</i>									

In Table 2, the obtained correlation coefficient of 0.896 suggests a robust positive relationship between the level of education attained by students and the degree of parental participation. The obtained R Square value of 0.806 suggests that approximately 80.6% of the variability observed in parental participation can be accounted for by the level of education attained by the students. The obtained adjusted R Square value of 0.799 suggests that the model demonstrates a strong degree of appropriateness in representing the data. The estimated standard error is 0.719, indicating that the predicted parental engagement values are expected to deviate by around 0.719 units from the actual values.

Table 3: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.165	1	103.142	193.886	.000 ^b
	Residual	84.765	118	.794		
	Total	210.93	119			
<i>a. "Dependent Variable: Parental Involvement"</i>						
<i>b. "Predictors: (Constant), Student Education"</i>						

The ANOVA results of the investigation are presented in Table 3. The regression sum of squares, with a value of 126.165, represents the proportion of variance in parental participation that can be accounted for by the level of student education. The residual sum of squares, denoted as 84.765, quantifies the extent of unexplained variability in parental participation, specifically in relation to student education. The obtained F value of 193.886, along with the corresponding significance level of 0.000, provides evidence to support the conclusion that the regression model is statistically significant. Furthermore, it suggests that student education significantly predicts parental engagement.

Table 4: Coefficients^a

<i>Model</i>		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>Sig.</i>
		B	Std. Error	Beta		
I	(Constant)	-.823	.148		-1.041	.057
	Student Education	1.215	.117	.896	13.117	.000

a. "Dependent Variable: Parental Involvement"

Table 5: Correlations

		Parental Involvement	Student Education
Parental Involvement	Pearson Correlation	1	.869**
	Sig. (2-tailed)		.000
	N	120	120
Student Education	Pearson Correlation	.869**	1
	Sig. (2-tailed)	.000	
	N	120	120

****.** "Correlation is significant at the 0.01 level (2-tailed)".

The correlation matrix of the investigation is presented in Table 5. The provided table displays the Pearson correlation coefficient, significance level, and sample size of the variables. The data presented in the table demonstrates a significant positive association between the level of education attained by students and the extent of parental participation. This link is robust, as indicated by a correlation coefficient of 0.869. The obtained significance level of 0.000 suggests that the observed connection is statistically significant at a significance level of 0.01, considering a two-tailed test. The utilization of a sample size of 120 for both variables suggests that the correlation analysis is grounded on a substantial sample, hence enhancing the reliability of the findings.

Hypothesis Testing

On the basis of above all analysis results, it is indicated that "There is a strong positive relation between between parental involvement & student education" is accepted & null hypothesis that is "There is a strong positive relation between between parental involvement & student education" not accepted.

Findings of the study

The following are examples of possible conclusions that might be drawn from a study with the goals of investigating the difficulties associated with parental involvement in student education and analyzing and examining the connection between parental involvement and student education:

- Communication is one of the most difficult obstacles to overcome when it comes to parental participation. It may be challenging for parents to communicate successfully with teachers and other school staff due to the existence of language difficulties.
- It can be difficult for many parents to juggle the demands of their jobs, the needs of their families, and the desire to be actively involved in their children's educational experiences. Because of time limits, they might not be able to participate in school events or offer assistance with assignments.
- It's possible that the study will show that it's vital for effective parental participation to acknowledge and appreciate different cultural backgrounds and value systems.
- There are times when parents do not have access to the information, training, or resources that would enable them to take an active role in the education of their kid.
- Obstacles to parental involvement can be created by discrepancies in socioeconomic status as well as disparities in access to quality education, particularly for parents who come from underprivileged families.
- It is possible that some parents lack the self-assurance and self-efficacy necessary to take an active role in their child's educational experience. This is a considerable hurdle.
- The investigation can uncover institutional impediments within schools, such as fixed meeting schedules or a lack of outreach to parents, that make it difficult for parents to get involved in their children's education.
- It's possible that the study will discover a beneficial connection between parental involvement and student education. Students who have parents that are actively involved in their education typically have higher academic achievement, more positive attitudes about education, and a higher likelihood of completing their secondary education.
- It is possible that the study will demonstrate that parental involvement is a strong predictor of academic achievement. Students who benefit from supportive environments at home, assistance with homework, and active participation in school activities are more likely to have involved parents.
- It's possible that the study will show that children whose parents are more involved in their education are more driven to achieve academically, set higher educational objectives for themselves, and show a greater dedication to their education.
- Students who have parental participation can benefit from the emotional and social support it provides, which helps them become more equipped to deal with the problems and stress they face.
- The findings of this study may shed light on the significance of communication and cooperation between parents and educators in the process of identifying and meeting the educational requirements of a kid.
- According to the findings of the study, the influence of parental participation on a student's long-term educational success and job prospects may extend beyond the current academic context.

Conclusion

In a nutshell the notion of parental participation in education is a complex construct that incorporates diverse strategies via which parents can contribute to their children's educational progress and overall growth. The academic performance, school attitudes, and overall well-being of children are more likely to be enhanced when parents are actively involved and provide assistance. The promotion and facilitation of parental and school involvement are crucial in order to optimize educational results for children. A study centered around these stated objectives is expected to discover a correlation between parental engagement in student education and enhanced academic achievements as well as favorable student attitudes. However, this study is also anticipated to encounter obstacles pertaining to communication, time limitations, and resource constraints. It is imperative to confront these issues in order to optimize the beneficial effects of parental engagement on student education.

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