

Parental involvement in the academic performance of primary school students in Chennai city

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ABSTRACT

Parental involvement (PI) is widely recognized as a crucial factor influencing students' academic success, particularly at the primary education level, where foundational learning is established. The present paper focused to assess the level of PI in the academic activities of students and to examine its impact on their AP. The study responses obtained through structured questionnaire. The sample size of the study is 460 respondents. The study's outcome described PI is significantly influencing the children's academic activities. Furthermore, the results demonstrated that PI has a significant, positive impact on students' AP, accounting for a substantial proportion of the variance explained. The outcome of the study highlighted increased the engagement of parents towards the improved academic outcomes, motivation, and learning behavior among students. Also the study emphasizes the significance of strengthening parents involvement –school collaboration and parents' awareness of their role in children's education. The results provide valuable suggestions for educators, policymakers, and researchers in enhancing the quality of primary education through effective parental involvement strategies.

Keywords: Parental Involvement, Academic Performance, Primary School Students, and Schools.

INTRODUCTION

Parental involvement (PI) is recognized as an important factor that affects children's academic success, particularly in the early years of primary education. In India, parents do more than just care for their children. They also take an active part in their learning. It includes monitoring their children's academic performance (AP), helping them complete classwork, and maintaining regular communication with their class teachers. argue that parental involvement significantly improves children's academic success, particularly through home-based activities (Desforges & Abouchaar, 2003). Their findings indicate that parents' interest, encouragement, motivation, and support are crucial for children's performance in school. In India, recent research-based studies have highlighted the importance of parental involvement in education. Chaudhry and Rahman (2020) found that PI greatly improves students' academic performance (AP) by boosting their motivation, discipline, and study habits. Similarly, Singh and Srivastava (2021) pointed out that factors such as parental educational background, parents' engagement in their kids' education, socioeconomic status, and awareness affect parental involvement and, in turn, impact students' academic performance. Their research shows that children with engaged parents tend to do better academically than those with less parental involvement. Additionally, parental involvement has a significant effect on students' academic achievement (Jeynes, 2016). The study highlights that involvement at home, which includes supervising homework, encouraging reading habits, and setting academic expectations, has a greater effect than involvement at school. In urban India, especially Chennai, PI is influenced by changing socioeconomic conditions. Rani and Reddy (2022) confirmed that, even though work-engaging parents might have limited time for engagement, providing resources related to their children still positively affects children's academic success. The results confirmed that even indirect forms of PI improve students' learning. Therefore, PI is a key factor in how well primary school students perform. In the wake of rapidly changing educational environment, it's vital to understand how PI affects students' AP. Also, the present study aims to explore the various aspects of PI and their effects on their childrens' academic performance of primary school students, thereby contributing to existing knowledge in the Indian educational system.

REVIEW OF LITERATURE

PI has been widely studied in education as an important factor affecting students' AP. Early work by Joyce Epstein in 1995 defined PI in various ways, including parenting care, decision-making, and community involvement. This framework has been used in many studies to explore how various mode of PI affect children's education. Epstein's model highlights involvement at home, like helping with homework and creating a positive atmosphere, is vital for improving students' success.

Empirical research papers have shown positive connections between PI and academic performance (AP). PI often impacts student achievement more than socio-economic status. The authors results pointed out that parental attitudes, and aspirations play a significant role in children's academic success (Desforges and Abouchaar 2003). The PI positively affects academic outcomes across different age effects in primary education. The study highlighted that parental encouragement and expectations are more influential than just direct supervision alone (William Jeynes 2016)

In India, several research papers have looked at how PI affects students' AP. Singh and Srivastava (2021) confirmed parent's educational backgrounds and income of the family greatly influence how involved parents are, which then impacts students' academic success. Their study showed that children from families with more engaged parents perform better in schools. Similarly, Chaudhry and Rahman (2020) stated that parental participation boosts students' motivation, discipline, and study habits, which leads to better academic results. Rani and Reddy (2022) concluded even indirect involvement, like tracking academic progress of their kids through digital platforms, significantly helps and motivates the students performance better way. In addition, Hill and Tyson (2009) emphasized that academic socialization, where parents communicate the value of education and set expectations, has a strong impact on student achievement. Although their study focused on middle school students, the implications are equally relevant to primary education, where early parental guidance shapes attitudes, behaviour and learning. Similarly, Fan and Chen (2001) found moderate to strong connetions between PI and academic achievement. This reinforces the importance of ongoing parental engagement.

Kumar and Singh (2023) confirmed parental literacy, involvement, participation, commitments, and accessing and availing the resources of academic greatly affect how much parents participate their childrens academic activities. Also showed parental involvement is more effective when schools provide regular interaction and guidance. Additionally, Sharma and Bansal (2022) found organized parental engagement programs by schools improve students' AP, academic success and overall growth. The literature review clearly shows that parental involvement predicts academic performance among primary school students. While studies worldwide stress the importance of home involvement and parental expectations, research in India focuses on socio-economic and contextual factors that shape parental engagement. Despite extensive research, the proposed study still needs to examine this relationship in specific urban areas, like Chennai, where changing lifestyles and technology might affect how parents engage and how effective that engagement.

PROBLEM OF THE STUDY

Despite growing attention on improving primary education in India, many students still show differences in academic performance, especially in urban areas like Chennai. Schools play an important role in education, but the impact of PI on students' academic success is inconsistent and not well studied. Factors like educational background of parents, socio-economic status, economic backgrounds and awareness levels often cause variation in how parents engage in their children's education. In cities like Chennai, the rise of dual-income families, time pressures, and greater use of digital learning tools make it harder for parents to participate in academic activities. Some of the parents actively engaging helping their children with home learning and maintain contact with schools, while others may be less involved due to work stress or lack of knowledge, which can harm students' academic results. Additionally, past research based studies have mainly looked at general educational outcomes without thoroughly investigating how specific types of PI directly affect primary school students in Chennai. Therefore, it's necessary to explore how different aspects of PI moulded and shape the AP of primary school students. This issue is the main focus of this study.

OBJECTIVES OF THE STUDY

- To examine the extent of PI in the academic activities of primary school students in Chennai city.
- To analyze the impact of parental involvement on the academic performance of primary school students in Chennai city.

HYPOTHESES OF THE STUDY

- **H1:** There is a significant level of parental involvement in the academic activities of primary school students in Chennai city.
- **H2:** Parental involvement has a significant positive impact on the AP of primary school students in Chennai city.

RESEARCH METHODOLOGY

The present study uses a descriptive and analytical research design to explore how parental involvement affects the academic performance of primary school students in Chennai. It mainly relies on primary data gathered using a well-structured questionnaire. This questionnaire employs a five-point Likert scale to assess various dimensions and aspects of PI and AP. The respondents are focused to parents of primary school students attending selected schools. The data collection process used a convenience sampling approach used for accessibility and feasibility. A total of 500 questionnaires were distributed, and 481 were returned, showing a high response rate. Out of 500 responses, 21 questionnaires were removed due to irrelevant and incomplete answers, resulting in 460 valid samples for final study. The collected data were coded in excel sheets, and analyzed using suitable statistical tools in SPSS. Descriptive statistics, including simple frequency distribution, descriptive statistics were employed to examine the personal characteristics of respondents and to assess levels of parental involvement. Inferential statistical methods, including one-sample t-tests, correlation analyses, and regression analyses, were used. The pilot study test was employed using Cronbach's alpha coefficient to finalize the consistency of internal and validity. Throughout the study, ethical considerations like confidentiality, anonymity, and voluntary participation of respondents were strictly observed. The findings are encouraged to offer valuable insights into how parental involvement can improve the academic performance of primary school students in the area of study.

RESULTS OF THE STUDY

Table 1: Demographic Profile of Respondents(N=460)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	214	46.5
	Female	246	53.5
Age Group	Below 30 years	98	21.3
	31–40 years	182	39.6
	41–50 years	124	27
	Above 50 years	56	12.1
Educational Qualification	Up to School Level	102	22.2
	Undergraduate	156	33.9
	Postgraduate	134	29.1
	Professional/Other	68	14.8
Occupation	Government Employee	96	20.9
	Private Employee	168	36.5
	Self-Employed	112	24.3
	Homemaker	84	18.3
Monthly Income	Below ₹25,000	88	19.1
	₹25,001 – ₹50,000	142	30.9
	₹50,001 – ₹75,000	124	27

	Above ₹75,000	106	23
Family Type	Nuclear Family	286	62.2
	Joint Family	174	37.8
Type of School	Government School	133	29.0
	Government Aided School	166	36.0
	Private School	161	35.0

The personal characteristics of respondents (N = 460) were examined in a balanced, slightly female-dominated sample. Females made up 53.5% of the respondents, while males represented 46.5%. Most respondents fell into the 31 to 40 years age group (39.6%), followed by those aged 41 to 50 years (27%). Younger respondents under 30 years for 21.3%, while those over 50 years make up a smaller portion at (12.1%). In terms of education, most respondents have an UGs (33.9%), followed by PGs (29.1%), those with school-level education (22.2%), and professionals (14.8%). As for as educational background, private employees represent 36.5%. It is followed by self-employed individuals (24.3%), government employees (20.9%), and homemakers (18.3%). Regarding monthly income, the largest group earns between ₹25,001 and ₹50,000 (30.9%). Majority families are nuclear (62.2%), while 37.8% are joint. For school type, there is a fairly even distribution. Government-aided school respondents form the majority at 36%, closely followed by private school respondents at 35% and government school respondents at 29%.

Parental Involvement in the Academic Activities of Primary School students in Chennai city

PI is very important for the academic success of primary school students, especially during early education when they build foundational skills and behaviors. In Chennai, parental engagement goes beyond simple supervision. It includes activities like monitoring their childrens education, helping and supporting to complete the homework of regular classess, attending meetings with the school headmasters and class teachers, and keeping in touch regularly with the class teachers. This kind of involvement not only improves students' learning outcomes but also boosts their motivation, discipline, and positive attitude toward education. Therefore, it is important to assess how involved parents are to understand their impact on students' academic performance in the area. To explore this level of involvement, a one-sample t-test was used. This test helps determine if the average score of a sample is significantly different from a set test value. In this study, the test value was set at 3, which indicates a neutral level on a five-point Likert scale. The one-sample t-test shows whether respondents feel that the level of parental involvement is significantly higher than the average or neutral level. The results of the one-sample t-test are shown in the following table.

H1: There is a significant level of parental involvement in the academic activities of primary school students in Chennai city.

Table 2: Results of one-sample t-test for parental involvement in the academic activities of primary school students in Chennai city.

Variable	N	M	SD	t-value	p	Decision
Parental Involvement in the academic activities	460	3.84	0.71	25.462	0.000**	Hypothesis supported

The table above shows the results of a one-sample t-test that examined parental involvement in the academic activities of primary school students in Chennai. The findings reveal that the average mean score for PI is 3.84. The t-value is 25.462, and p-value 0.000**. It indicates that the observed mean difference is statistically important and significant . The result confirms that parental involvement in academic activities is notably high among the respondents in the study area. Therefore, the hypothesis H1 is accepted, showing a significant level of parental involvement in the academic activities of primary school students in Chennai.

PI has a significant positive impact on the AP of primary school students in Chennai city

H2: PI has a significant positive impact on the AP of primary school students in Chennai city.

Table 3: Regression Results – Impact of Parental Involvement on Academic Performance

Model	IV	DV	R	R ²	Adjusted R ²	F-value	Sig.
1	Parental Involvement	Academic Performance	0.612	0.375	0.373	274.586	0.000**

Table 4: Coefficients of Regression

Independent Variable	B (US)	Std. Error	Beta (S)	t-value	Sig.	Decision
(Constant)	1.245	0.148	—	8.412	0.000**	Hypothesis Supported
Parental Involvement	0.678	0.041	0.612	16.576	0.000**	

The regression results show that parental involvement significantly enhances the AP of primary school students in Chennai. Also, ($R = 0.612$), indicating a moderate to strong positive relationship between PI and AP. The ($R^2 = 0.375$) indicates that about 37.5% of the variation in students' AP is due to PI. The adjusted R^2 (0.373) confirms the reliability of the model. The F-value (274.586) is statistically significant at the 1 percent level ($p < 0.001$), meaning the overall regression model fits well. Additionally, the coefficient results reveals PI strongly affects AP. This is evident from the unstandardized coefficient ($B = 0.678$). The t-value is = 16.576 is highly significant ($p < 0.001$), confirming that PI is an important predictor of AP. The results suggests that higher level PI leads to better academic outcomes. However, the proposed hypothesis H2 is accepted, confirming that PI positively influences the AP of primary school students in Chennai.

DISCUSSIONS

The findings of this study clearly show that parental involvement significantly improves the academic performance of primary school students in Chennai. The results indicated that the level of PI is much higher than average. It suggest that the parents are actively engaging their children's educations. The paper outcome matches the authors namely Hill and Tyson (2009), parental engagement, especially through academic support at home, plays a crucial role in children's educational success. Similarly, Jeynes (2016) found consistent parental participation improves students' morality, actively involvement of academic activities, regardless of their socio-economic background. Also the results further confirms that PI has a strong, positive effect on AP, accounting for 37.5% of the variance. Also the current outcome aligns with recent studies Castro et al. (2019), which show that PI positively impacts AP across different educational settings. The standardized beta value ($\beta = 0.612$) observed in this study indicates a significant effect and supports the argument that PI is a key determinant in student success.

Moreover, Wilder (2014) reported that PI boosts not only AP but also students' motivation, discipline, focusing on carrier and learning habit and behavior. In urban areas like Chennai, where educational competition is intense, the role of parents becomes even more vital. The findings support the idea proposed by Gonzalez-DeHass et al. (2020) that parental monitoring, encouragement, and communication with teachers greatly enhance students' academic engagement and performance. Furthermore, Sharma and Sharma (2022), confirm that PI positively influences the achieve the academic performance and goals of primary school students, especially through support for home learning and participation in school activities. The study also shows that parental involvement creates a supportive learning environment, which benefits children's cognitive and emotional development. The results also supports with Epstein's (2018) framework of parental involvement, which argues that cooperation between parents and schools leads to better academic results. Overall, the present study confirms and finalized that higher level of PI leads to better AP among school

students. The outcome of the study described the importance of schools and policymakers of schools in promoting structured parental participation through regular communication, significance of education for students, awareness programs, importance and collaborative learning strategies. Thus, the study adds to the current literature by providing and contributing the evidence from Chennai, reinforcing that PI is essential for improving students' academic achievements.

Implications of the study

The outcome of the results of the present study have important implications for administrators of schools, and parents. First, the significant positive impact of PI on AP exhibits the need for schools to actively encourage parent-school partnerships through regular meetings, workshops, and communication platforms. Secondly, the parents of students should be made awareness of their critical role in supporting the learning aspects of their childrens at their home including monitoring academic progress and providing a conducive study environment. The third important aspects design structured parental engagement programs to increase students' motivation, mission and vision and performance of academic activities. Finally, the administrators of schools management may consider integrating parental involvement strategies into primary education policies to ensure holistic student development and improved academic outcomes.

CONCLUSION

The current study concludes that PI is crucial and important aspect for improving and enhancing the AP of school students. The outcome shows that parents participate actively in their childrens academic activities. The results confirm that PI positively affects students' AP activities, meaning that more parental engagement leads to better learning performance of students. The study described that parental support, motivation, encouragement including guidance, monitoring, and communication with schools, plays a significant role in students' AP success and achievement of their goals. The study also mentioned that PI not only boosts academic achievement but also encourages motivation, discipline, and a positive attitude toward learning among students. Overall, the study establishes that increasing parental involvement is vital for enhancing the quality of primary education. In conclusion, the present paper emphasizes the importance of collaboration between parents, childrens and schools to create a positive, and supportive learning environment. Encouraging the active and vibrant participation for PI can be a key strategy and guidelines for improving students' AP and supporting their overall development in Chennai's educational context.

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