



The Effects of Parental Involvement on Children's Academic Performance: A Study in Bareilly District

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Abstract-- Parental involvement is widely acknowledged as one of the strongest predictors of children's academic achievement. This study examines the effects of different forms of parental involvement—home-based, school-based, and academic socialisation—on the academic performance of children in the Bareilly district. Using a descriptive cross-sectional research design, data were collected from 200 parents and school-going children across various schools in Bareilly through a structured questionnaire. The findings revealed a strong positive relationship between parental involvement and children's academic performance. Home-based involvement (help with homework, study supervision, learning environment) had the strongest impact, followed by academic socialisation and school participation. The study highlights the need for promoting collaborative school–family partnerships in Bareilly to enhance students' academic success.

I. INTRODUCTION

Parental involvement in education has long been associated with improved academic outcomes for children. It encompasses a range of behaviours, including assisting with homework, maintaining communication with teachers, participating in school activities, and fostering a conducive learning environment at home. Research across various regions and socio-cultural contexts consistently indicates that parental involvement enhances student motivation, classroom behavior, cognitive development, and academic achievement.

In the context of Bareilly district, where socio-economic conditions and educational resources vary widely between rural and semi-urban communities, parental involvement becomes even more crucial. Limited educational awareness among parents, time constraints, and socio-cultural factors influence the extent and type of involvement. Understanding this dynamic is essential for improving overall student performance in the district.

This study explores how different dimensions of parental involvement influence academic performance among school children in Bareilly and provides empirical evidence to inform educational interventions.

II. OBJECTIVES

1. To assess the level of parental involvement among parents of school-going children in the Bareilly district.
2. To examine the academic performance of children based on parental involvement levels.
3. To analyse the relationship between different types of parental involvement and children's academic achievement.
4. To identify barriers to parental involvement in Bareilly.
5. To suggest measures to strengthen parent–school partnerships for academic improvement.

III. REVIEW OF LITERATURE

(Fan & Chen, 2001; Jeynes, 2005; Desforges & Abouchaar, 2003) highlight the significant positive influence of parental involvement on student learning outcomes. Epstein's (2001) framework categorizes involvement into parenting, communication, volunteering, learning at home, decision-making, and collaboration with communities. Meta-analyses (Wilder, 2014; Castro et al., 2015) show that home-based involvement has a more consistent effect than school-based involvement.

Studies focusing on Indian contexts emphasize socio-economic and cultural factors shaping parental involvement. In regions like Bareilly, limited awareness and educational background influence the extent of parental participation.

IV. METHODOLOGY

4.1 Research Design

A descriptive cross-sectional design was used.

4.2 Study Area

The research was conducted in the Bareilly district across government and private schools.

4.3 Sample Size and Sampling Technique

A sample of 200 parents and school-going children was selected using simple random sampling.

4.4 Tools for Data Collection

A structured, validated questionnaire covering:

- Demographic profile
- Home-based involvement
- School-based involvement
- Academic socialisation
- Child's academic performance

4.5 Data Analysis

Data were analysed using percentages, mean scores, correlation analysis, and interpretation through tables.

V. RESULTS

Table 1:
Demographic Profile of Respondents (N = 200)

Variables	Categories	Percentage (%)
Parent's Education	Primary	26
	Secondary	48
	Graduate & above	26
Type of School	Government	58
	Private	42
Family Type	Nuclear	63
	Joint	37

Table 2:
Level of Parental Involvement in Bareilly

Type of Involvement	High (%)	Medium (%)	Low (%)
Home-based	54	32	14
School-based	38	41	21
Academic Socialisation	49	35	16

Table 3:
Academic Performance of Children

Academic Grade	Percentage (%)
A (Above 80%)	42
B (60–80%)	37
C (40–60%)	17
D (Below 40%)	4

Table 4:
Relationship Between Parental Involvement and Academic Performance

Type of Parental Involvement	Correlation (r)	Interpretation
Home-based Involvement	0.71	Strong Positive
School-based Involvement	0.52	Moderate Positive
Academic Socialisation	0.64	Strong Positive

VI. DISCUSSION

The findings clearly show that parental involvement in Bareilly strongly influences children's academic performance. The high correlation for home-based involvement (0.71) indicates that activities such as supervising homework, providing learning materials, and creating a study-friendly environment significantly boost academic success.

Academic socialisation, which includes parents' expectations, aspirations, and encouragement, also demonstrates a strong positive relationship with performance. This is consistent with previous studies by Hill & Tyson (2009), which highlight the power of parental expectations.

School-based involvement shows a moderate impact. Interviews revealed that many parents in Bareilly face challenges such as irregular working hours, lack of education, or hesitation in visiting schools. These socio-cultural barriers reduce their presence in school-based activities.



Overall, the results confirm that higher parental involvement leads to better academic outcomes, aligning with global literature and emphasizing its importance in the Bareilly context.

VII. CONCLUSION

The study concludes that parental involvement significantly affects children's academic performance in the Bareilly district. Home-based involvement remains the strongest predictor, followed by academic socialisation and school-based participation. Encouraging parents through awareness programs, school-parent workshops, parent-teacher meetings, and community support initiatives can further improve academic outcomes in the region.

VIII. RECOMMENDATIONS

1. Conduct parental awareness programs in Bareilly schools.
2. Encourage regular parent-teacher meetings.
3. Provide counselling to parents with low educational background.

4. Promote home-based learning activities.
5. Schools should adopt flexible timings for parent interactions.
6. Community-level campaigns to highlight the importance of parental involvement

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