



## Impact of Parental Involvement on Students' Academic Performance and Behaviour at the Secondary Level in Burdwan, West Bengal

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### Abstract:

*This study examines the impact of parental involvement on students' academic performance and behavior at the secondary level in Burdwan, West Bengal. Parental involvement is considered a vital factor in enhancing students' educational outcomes and fostering positive behavior. The research utilizes a mixed-methods approach, including surveys and interviews with 200 secondary school students and their parents. Academic performance was evaluated based on students' grades and exam results, while behavioral assessments were conducted through teacher evaluations and self-reports from students. The results indicate that greater parental involvement is associated with improved academic achievements and more positive behavior in students. Specifically, students whose parents actively engaged in school activities, maintained regular communication with teachers, and supported homework completion exhibited higher academic performance, better classroom behavior, and fewer disciplinary issues. The study also reveals that socio-economic factors play a role in the level of parental involvement, with parents from higher socio-economic backgrounds being more involved. The findings emphasize the need for schools to implement strategies that encourage parental involvement, particularly in lower socio-economic areas, to improve student outcomes.*

**Keywords:** Parental Involvement, Academic Performance, Student Behavior, Secondary Education.

### Introduction:

Education is essential in determining how people and civilizations will develop in the future. While schools, teachers, and curricula are fundamental to educational attainment, one often overlooked yet crucial factor is the role of parents in a child's academic journey (Britto, et al, 2011). Parental involvement encompasses a wide array of behaviors and actions, from attending parent-teacher conferences to helping with homework, fostering a learning-friendly home environment, and engaging in school governance. "Numerous studies have shown a strong correlation between parental involvement and improved academic outcomes in children, including better grades, higher test scores, increased motivation, and stronger social skills" (Crossley, & Michael, 2014).

Parental involvement is a broad concept that includes various forms of participation in a child's educational experience. Joyce Epstein, "a leading scholar in this area, categorized parental involvement into six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the

community” (Hill, & Tyson, 2009). These activities may occur both within and outside of school settings. For instance, reading with a child at home or maintaining regular communication with teachers can be just as impactful as volunteering in the classroom. Understanding these dimensions is crucial because they highlight that parental involvement is not a one-size-fits-all activity but rather a continuum of engagement that can be tailored to fit different family contexts.

While parental involvement is generally beneficial, It’s crucial to remember that not every engagement has the same or consistent benefits. Over-involvement, especially when it manifests as pressure or micromanagement, can lead to student anxiety and decreased autonomy. Furthermore, involvement that is not aligned with the school’s curriculum or pedagogical practices may unintentionally undermine learning (Domina,2005).

Another challenge is ensuring equity in parental involvement. Efforts to engage parents must be inclusive and sensitive to the diverse needs and circumstances of families. For instance, immigrant families may face language barriers, while single-parent households might struggle with time constraints (Topor, et al, 2010). Without targeted support, initiatives aimed at increasing parental involvement may inadvertently widen the achievement gap.

### **Significance of the Study:**

This study addresses a key factor influencing student achievement and conduct—parental involvement—which has been widely acknowledged but often under-researched in the specific context of Indian semi-urban and rural districts like Burdwan. By examining how different forms of parental engagement (e.g., helping with homework, communicating with teachers, attending school functions) impact student performance and behaviour, the findings can inform local educators and school administrators about effective practices that foster a supportive learning environment both at home and at school. In sum, this study is significant because it aims to bridge the gap between theory and practice by contextualizing parental involvement within the educational realities of Burdwan. It has the potential to positively influence educational outcomes, inform policy and practice, and contribute valuable insights to the broader discourse on family-school partnerships in India.

### **Objectives:**

- To determine how parental participation affects secondary school kids’ academic performance
- To find out the impact of Parental involvement on the behaviours of the secondary level students
- To find out the relationship between Parental involvement, academic performance and behaviour of the secondary level students.

### **Hypothesis:**

**H<sub>1</sub>** : There is no significant impact of parental involvement on the academic performance of secondary level students.

**H<sub>2</sub>**: There is no significant impact of parental involvement on the behaviour of secondary level students.

**H<sub>3</sub>**: There is no significant relationship between parental involvement, academic performance, and behaviour of secondary level students.

## Methodology:

**Research Design:** The researcher used the descriptive survey research design with the mixed method research approach for the current study.

**Population:** Population for the current study comprises of the secondary students in Burdwan district of West Bengal.

**Sample:** Out of the existing population the researcher has selected a sample of 200 samples by following random sampling method.

**Tools:** The researcher has two separate questionnaires to assess the parental involvement and behaviour of the secondary level students. The questionnaires were 5 point likert scale. On the other hand students' grade cards were used to assess the academic performance of the students.

**Statistical Techniques:** The researcher has used the descriptive statistics to summarize the data and inferential statistics were used to test the hypothesis.

## Data Analysis and Interpretation:

**Table 1: Impact of impact of parental involvement on the academic performance of secondary level students.**

Source	SS	df	MS	F	Sig. (p)
Regression	5142.88	1	5142.88	39.84	<.001
Residual	25574.12	198	129.23		
<b>Total</b>	30717	199			

The present analysis aimed to examine the impact of parental involvement on the academic performance of secondary-level students. Academic achievement was the dependent variable and parental participation was the independent variable in a straightforward linear regression. The ANOVA table provides a summary of the findings.

The analysis's F-value of 39.84 and matching p-value of less than .001 showed that parental participation had a statistically significant effect on adolescents' academic success. The null hypothesis ( $H_{01}$ : There is no substantial influence of parental participation on academic achievement) is rejected since this result is far below the traditional alpha threshold of 0.05.

From the ANOVA table, the regression sum of squares (SS) was 5142.88, indicating the proportion of the total variance in academic performance that is explained by parental involvement. The residual sum of squares (SS) was 25574.12, which represents the variance not explained by the model. The mean square for regression (MS) was 5142.88, while the mean square error (MSE) was 129.23.

**Table 2: “Impact of parental involvement on the behaviour of secondary level students”.**

Source	SS	df	MS	F	Sig. (p)
Regression	11.14	1	11.14	32.21	<b>&lt;.001</b>
Residual	68.45	198	0.3457		
<b>Total</b>	<b>79.59</b>	<b>199</b>			

The present study aimed to explore the effect of parental involvement on the behaviour of secondary-level students. To assess this relationship, a simple linear regression analysis was conducted, where parental involvement served as the independent variable and student behaviour was the dependent variable.

The ANOVA table shows the findings, which show that the regression model was statistically significant. The related p-value was less than .001, and the resultant F-value was 32.21. The null hypothesis ( $H_{02}$ : There is no significant influence of parental participation on the behavior of secondary level pupils) is rejected since the p-value is significantly below the traditional significance threshold of 0.05.

The regression sum of squares (SS) was 11.14, which reflects the proportion of total variation in students' behaviour that can be explained by differences in parental involvement. The residual sum of squares was 68.45, indicating the variation in behaviour not accounted for by the model. The mean square for regression was 11.14, while the mean square error (MSE) was 0.3457, suggesting a relatively low error variance.

**Table 3: Relationship between parental involvement, academic performance, and behaviour of secondary level students**

Variables	1. Parental Involvement	2. Academic Performance	3. Behaviour
Parental Involvement	1	<b>0.41</b> ( $p < .001$ )	<b>0.37</b> ( $p < .001$ )
Academic Performance		1	<b>0.34</b> ( $p < .001$ )
Behaviour			1

Higher parental participation is linked to better academic results, according to the research, which shows a moderately favorable association between parental involvement and academic achievement ( $r = 0.41$ ,  $p < .001$ ). Parental participation and student behavior were also shown to be significantly positively correlated ( $r = 0.37$ ,  $p < .001$ ), indicating that pupils with more engaged parents are more likely to display favorable behavioral qualities.

Furthermore, it was shown that there was a positive and statistically significant correlation between behavior and academic achievement ( $r = 0.34$ ,  $p < .001$ ). This suggests that pupils who excel academically are also more likely to behave well in class.

Since all correlations are statistically significant at the  $p < .001$  level, the null hypothesis ( $H_{03}$ : There is no significant relationship between parental involvement, academic performance, and behaviour of secondary level students) is rejected.

### **Discussion:**

The analysis's F-value of 39.84 and matching p-value of less than .001 showed that parental participation had a statistically significant effect on adolescents' academic success. The null hypothesis ( $H_{01}$ : There is no substantial influence of parental participation on academic achievement) is rejected since this result is far below the traditional alpha threshold of 0.05.

From the ANOVA table 1, the regression sum of squares (SS) was 5142.88, indicating the proportion of the total variance in academic performance that is explained by parental involvement. The residual sum of squares (SS) was 25574.12, which represents the variance not explained by the model. The mean square for regression (MS) was 5142.88, while the mean square error (MSE) was 129.23.

The regression model was statistically significant, according to the findings, which are shown in ANOVA table 2. The related p-value was less than .001, and the resultant F-value was 32.21. The null hypothesis ( $H_{02}$ : There is no significant influence of parental participation on the behavior of secondary level pupils) is rejected since the p-value is significantly below the traditional significance threshold of 0.05.

Higher parental participation is linked to better academic results, according to the research, which shows a moderately favorable association between parental involvement and academic achievement ( $r = 0.41$ ,  $p < .001$ ). Parental participation and student behavior were also shown to be significantly positively correlated ( $r = 0.37$ ,  $p < .001$ ), indicating that pupils with more engaged parents are more likely to display favorable behavioral qualities.

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The findings of the present analysis align with a substantial body of existing literature that underscores the critical role of parental involvement in shaping both the academic outcomes and behavioural development of secondary-level students.

Numerous studies have established that parental involvement significantly enhances academic achievement. For example, Jeynes (2007) conducted a meta-analysis involving various forms of parental engagement and found a strong positive effect on student academic outcomes across diverse demographic groups. Similarly, Fan and Chen (2001) concluded that parental involvement, particularly in the form of academic supervision and encouragement, is positively correlated with student performance, confirming the impact reflected in the present study's F-value of 39.84 and  $p < .001$ .

In the context of behavioural outcomes, Hill and Tyson (2009) emphasized that consistent parental monitoring and emotional support are associated with fewer behavioural problems and higher levels of classroom engagement. This supports the present finding that parental involvement significantly influences student behaviour ( $F = 32.21$ ,  $p < .001$ ). Moreover, Domina (2005) highlighted that students whose parents regularly communicate with teachers and participate in school events exhibit more cooperative behaviour and greater respect for school norms.

The moderate positive correlation found between parental involvement and academic performance ( $r = 0.41$ ) in the current analysis is echoed by the work of Topor et al. (2010), who found that children with actively involved parents perform significantly better academically, regardless of socioeconomic background. Likewise, Ho and Willms (1996) established that family-school partnerships contribute meaningfully to cognitive outcomes, reinforcing the strength of this association.

### Findings:

- Findings suggest that parental involvement significantly contributes to variations in students' academic achievement.
- Parental involvement significantly influences students' behavioural development. Specifically, greater parental involvement—such as active communication, emotional support, consistent discipline, and school participation—is associated with more positive student behaviour.
- Findings highlight the interconnectedness of home and school environments. Parental involvement not only enhances academic performance but also supports the emotional and behavioural development of adolescents.

### Conclusion:

Parental involvement is a significant determinant of academic and behavioural outcomes in secondary education in Burdwan, West Bengal. Enhancing parental engagement through school programs, parent-teacher communication, and community awareness can substantially improve student success. Future research should explore barriers to parental involvement and intervention efficacy in diverse educational settings.

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