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Effect of Parental Involvement on Adolescents' Academic Performance

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ABSTRACT

The purpose of this study was to analyze parental involvement and the extent to which it has an effect on adolescents, primarily their academic performance and education. Findings indicated that the sample of 25 students felt that their parent(s) played an active role in their life and education and felt motivated by their involvement. The survey research method was used to collect data for the study.

Keywords: Adolescents, Parental Involvement, Academic Performance, Education, Ecological Systems Theory, Reinforcement, Positive Reinforcement

I. INTRODUCTION

The bond between a parent and child is the primary bond, the foundation for the rest of the child's life. The presence or absence of this bond determines much about the child's resiliency and what kind of adult they will grow up to be. Prior research provides evidence regarding the various potential advantages that parental involvement offers. But the degree of involvement varies in each student's case. Education is undeniably one of the most valuable gifts a parent can provide to their child, in hopes of strengthening their future and developing them as responsible human beings. A child spends much of their time at home as he or she grows up, and the environment and manner in which he or she is raised has an impact on his or her cognitive development. A parent's view of their child's education and their involvement also has an influence on his or her child's view of their school. The term involvement includes a variety of activities- raising children at home, assisting children with their homework, discussing with teachers, taking part in school activities, and participating in school governance (Desforges and Abouchaar, 2003)-, which can provide value and impart knowledge and experience, thus parents playing the role of a "second teacher" in the child's life. On the contrary, ignorance towards the education of one's child can also have an impact and the absence of parent(s) and lack of involvement have been linked to low academic achievement and motivation. This study aims to analyze parental involvement and the extent to which it has an effect on adolescents, mainly their academic performance and education.

II. LITERATURE REVIEW

The ecological systems theory (Bronfenbrenner, 1979) was used to guide this research. It views child development as a complex system of relationships affected by multiple levels of the surrounding environment, thus emphasizing the role of not only the immediate environment, but also the interaction with a larger environment. Bronfenbrenner divided the person's environment into five different systems: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem.

The microsystem is the immediate environment/setting in which the individual lives. It is in these settings where the child directly interacts with social agents – the family, peers, teachers, and neighbourhood. The interactions within microsystems are often very personal and are fundamental for nurturing and supporting the child's development. If a child has a strong fostering relationship with their parents, this is said to have a positive effect on the child, whereas, distant and unaffectionate parents will have a negative effect on the child (Guy Evans, 2009).

The mesosystem is the result of two microsystems cooperating to achieve a goal (Kipng'etich, 2019). For instance, how a child's parents relate to the teachers, or how the parents view the adolescent's friends, etc. According to the ecological systems theory, if the child's parents and teachers get along and have a good relationship, this should have positive effects on the child's development, compared to negative effects on development if the teachers and parents do not get along.

One sub-system works hand in hand with the others for the good realization of the results (Kafas, 2009). The study provides information on how to deal with variations in the systems, such as parents who choose not to communicate with teachers concerning school events, check their children's homework, and attend school meetings. Students rarely communicate with their parents because of the unpredictable and unstable nature of family life, which is detrimental to students' development. Prioritizing should be encouraged because it can significantly impact one's life and because parents can help their child reach their developmental needs. This theory is pertinent to this study because it examined how parental influence affected academic achievement in a system that involved parents, students, and teachers.

The emphasis on parental involvement stems from studies demonstrating the potential benefit it may have on adolescents' academic performance (Epstein, 1986, 2001; Henderson & Mapp, 2002). In light of this, Epstein (2001) asserts that informed and involved parents can have a positive effect on their children's attitudes, aspirations, and accomplishments. Parental involvement and interest in their children's education and extracurricular activities encourages them to learn the value of education, which may result in positive reinforcement and enhance teacher morale as well (Henderson & Berla, 1994)

III. METHODOLOGY

Research Question: What is the extent to which parental involvement influences the academic [SEP] performances of adolescents?

Description of method used:

Survey: The survey method is used to collect data from a pre-defined group of respondents, enabling researchers to study various opinions, attitudes, and social facts. It collects the required information the help of checklists, inventories, rating scales, and interviews.

Questionnaire survey:

- Questionnaires consist of a pre-determined set of questions used to collect background and demographic information, information about past behavior, attitudes, opinions, knowledge about a particular topic and expectations and aspirations of the persons.
- This study was conducted using an open ended questionnaire, consisting of 9 items whereby students were asked to rate their preferences or experiences on a 5- point rating scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to create an overall picture of how students themselves perceive parental involvement and whether it influences their academic performance.
- The questionnaire was anonymous and the respondents' identities were not recorded, thus protecting the confidentiality of the data source.

Survey Size/ Data Collected:

- The sample size for the study was 25 adolescents (9 males, 16 females) of the ages 15 and 16. Adolescence is commonly defined as the stage of life that begins at the onset of puberty, when sexual maturity, or the ability to reproduce is attained. All participants were students of Vasant Valley School.
- The respondents were sent a link to the questionnaire via the social media app, 'WhatsApp'.
- A simple sampling method was used to select the subjects who volunteered for the study.
- None of the variables discussed below were manipulated to obtain a specific result.

Questionnaire/ Test Used/ Interview Questions/ Experimental Variables

9 statements were presented to the respondents, and they had to state the degree to which they agreed to the statements.

The statements are as follows:

1. My parent(s)' involvement in my academics reinforces my academic performance.
2. Academic discipline from my parent(s) facilitates my academic performance..
3. Rewards from my parent(s) for my academic performance makes me study harder.
4. Parental arrangement for supportive teachers for subject(s) which I find difficult in school makes learning easier for me.
5. I think it is important for my parent(s) to occasionally visit my classroom and/or school.
6. I think it is important for my parent(s) to volunteer in my classroom and/or school.
7. My parent(s) are in regular contact with my teachers regarding my academic performance.
8. My parent(s) help me with homework whenever I need it.
9. I think it is important for my parent(s) to know my friends.

IV. RESULTS AND DISCUSSION

Objective 1: To find out the extent to which parents are involved in their child's education.

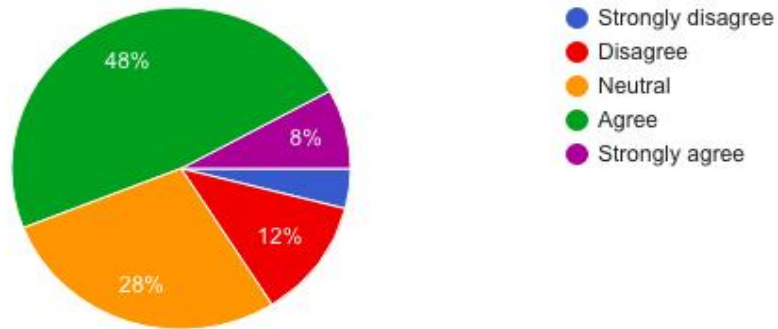
Most students felt that their parent(s) play an active role in their education as well as their life and they felt motivated by their involvement. Help with homework, academic validation, and rewards, as well as arrangement of tutors for difficult subjects in school by parent(s) facilitated their academic improvement.

Objective 2: To find out the extent to which parents should be involved in their child's education according the children themselves.

Helping gain an understanding of the role of the parent(s) from perspective of the student, the results show that most felt encouraged through their parent(s)' involvement. On the contrary, most of the students either strongly disagreed or somewhat disagreed to the questions pertaining to their parent(s)' involvement in the classroom directly, such as visiting the classroom and volunteering, while some also maintained neutrality on the matter.

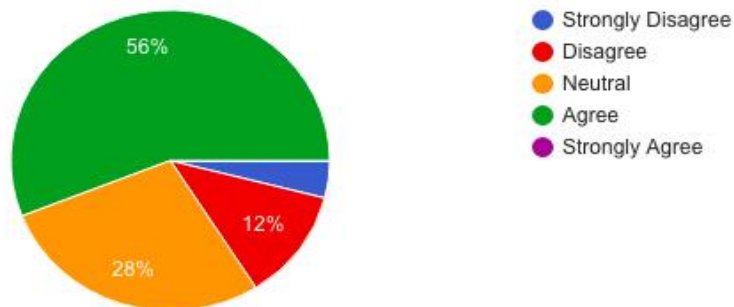
My parent(s)' involvement in my academics reinforces my academic performance

25 responses



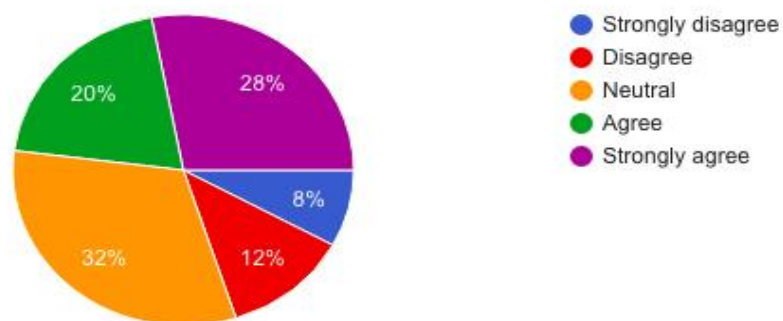
Academic discipline from my parent(s) facilitates my academic performance.

25 responses



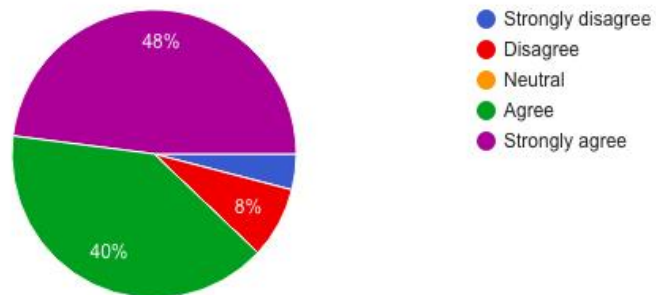
Rewards from my parent(s) for my academic performance makes me study harder

25 responses



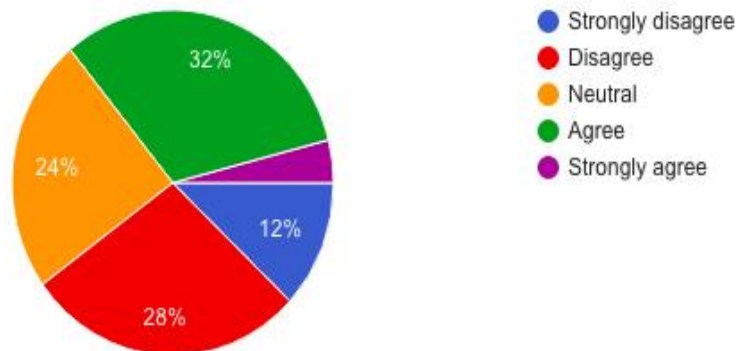
Parental arrangement for supportive teachers for subject(s) which I find difficult in school makes learning easier for me.

25 responses



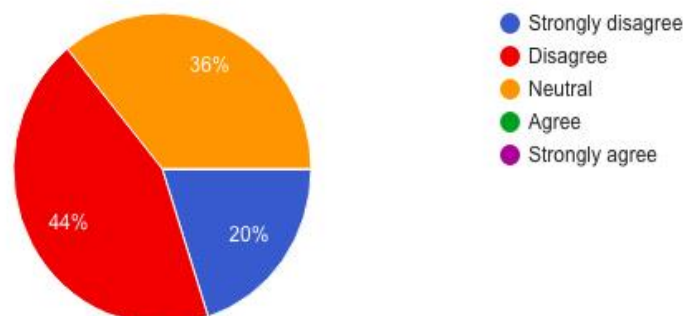
I think it is important for my parent(s) to occasionally visit my classroom and/or school.

25 responses



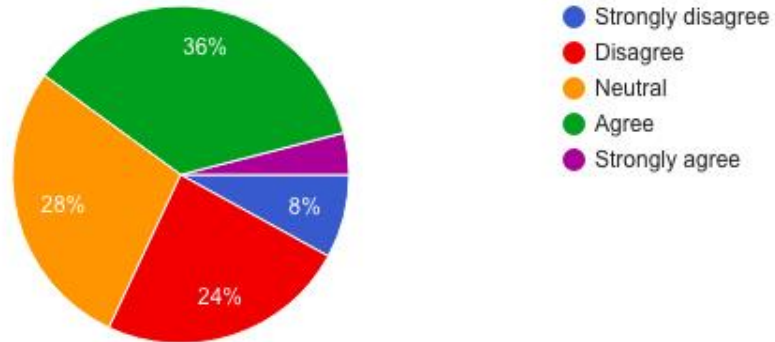
I think it is important for my parent(s) to volunteer in my classroom and/or school.

25 responses



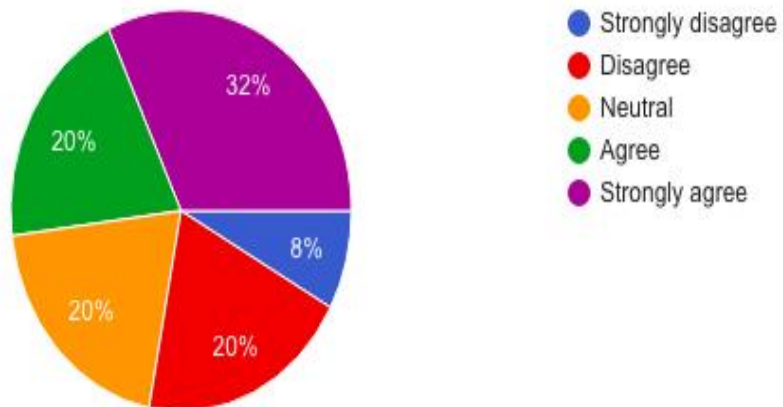
My parent(s) are in regular contact with my teachers regarding my academic performance.

25 responses



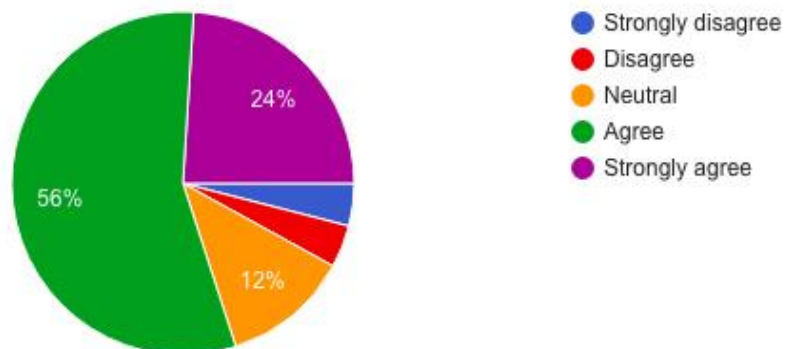
My parent(s) help me with homework whenever I need it.

25 responses



I think it is important for my parent(s) to know my friends.

25 responses



V. SUGGESTIONS AND LIMITATIONS

Further researches on parental involvement will continue and it is crucial for future researchers to take into account the influence of parents' socio-economic status on the academic achievement of adolescents, the challenges faced by the parents in being involved in their child's educational pursuits, and also study the students' perception of factors that contribute towards low performance in academics. The research can be further extended to include not only adolescents, but children from primary school as well. Variables such as gender, culture, and age as indicators of academic performance could be studied too. More stress can be given upon the negative effects of over indulged parents. Another interesting topic for investigation would be the role that the number of children plays in predicting the impact of parental involvement on parent satisfaction.

Limitations of this study should also be acknowledged. The sample size was small and limited to a certain age group from Vasant Valley School, making it fairly homogenous. To get more accurate results, it is advisable to take a larger sample size, which would include people of different socio economic status, cultures, and ages. Since the survey method was used and it was conducted online, poor response from respondents, inaccurate information because of memory lapses, and respondents not wanting to disclose their view on an issue are certain drawbacks to keep in mind when reviewing the results. Sometimes, people may manipulate their answers and offer responses they think the researcher wants to hear, which also is disadvantageous.

VI. CONCLUSION

This study, in line with studies, shows that the style of parenting adopted by parents could determine the academic performance of the students. Profound connections between the parents and adolescents, as suggested by several academics, play a significant role in how parents may influence their children's educational success. The performance gap can be attributed to parents' motivation and support for their children's academic growth. However excessive classroom involvement isn't necessary; active participation in homework, parent- teacher meetings, and knowing their child's teachers and friends is just enough. Hence, it can be concluded that the students and researchers are in agreement regarding the vitality of parental involvement.

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