



## PARENTS INVOLVEMENT IN ACADEMIC EDUCATION – A REVIEW

**Himani**

**himanikaushik07@gmail.com**

### ABSTRACT

Despite the fact that existing educational policies and practises demonstrate universal support for parental participation, it is not always apparent what this implies. A broad number of activities are considered part of parental participation, but the most common one is the usage and investment of time and money in the education of one's children by one's own parents and other family members. Investing in children's education may take place both inside and outside of the classroom. Discussions about school, assisting with homework, and reading aloud to children are all examples of how parents may be involved in their children's education at home. Volunteering in the classroom, attending seminars, or attending school plays and athletic activities are all examples of parent involvement.

**KEYWORDS:** Parental involvement, elementary, learning, dropout etc.

### INTRODUCTION

As a result of parental involvement in their children's education, pupils are able to complete their tasks and acquire a lifetime passion for learning. In classes where parents are actively involved, teachers typically perceive a dramatic shift. In general, the more parents are active in their children's education, the more motivated, well-behaved, and successful their whole class is. It's more than common decency to encourage parent participation. It's a great method to ensure that every kid has a pleasant learning experience. Find out what parent involvement is and how to foster it at your school to establish a community based on connections between parents and teachers. Parental involvement, as defined by experts, is a partnership between parents and educators in which both share responsibility for the education of their children. Parents are more likely to participate in school activities when their children's instructors include them in them, and when parents provide their help both at home and at school. They are committing themselves in this manner. Teachers and parents make a pact to work together to ensure that the educational needs of their children are met.

Parent participation and engagement in schools are distinct, although both are beneficial. Parent participation is when parents join in school events or activities, and instructors share learning tools or information about their student's grades to their parents. When it comes to establishing educational objectives, teachers are in charge, not parents. Parents see them as a resource rather



than a participant in providing academic assistance to their children. Consider parent participation as the first step towards parent engagement. In certain cases, instructors may provide guidance to parents; however, parents often have access to details about their kid that teachers do not. Student learning may benefit from the viewpoints of both teachers and students. Without the other, neither can be considered whole. When a school is trying to get parents involved, it frequently begins by defining initiatives, needs, and objectives, and then explaining how parents may help. In contrast, a school that aims to engage parents does so by listening to what they have to say about their concerns, hopes, and dreams for their children. No Child Left Behind was superseded with Every Student Succeeds Act (ESSA), which switched the emphasis from parent participation to student engagement. As a first step, we provide parents with tools, invite them to events, and assist keep an eye on the growth of their children. After that, we work together to establish objectives for their pupils and devise strategies for improving our classrooms. Our school communities benefit greatly when parents are involved in the learning process.

### **Research on Parental Involvement**

There is a strong correlation between parental participation and student results, according to research. Dropout and truancy rates are lower when parents are actively involved in their children's educational development, according to research. Parents' engagement in their children's education is no longer a question mark. What role can schools and instructors play in encouraging parents to become more active in their children's education? This question has been a focus of research in recent years. Numerous studies on parental engagement have used three frameworks to examine what causes it and what impacts it has. Different aspects of the interactions between schools, families, and the community are highlighted by each strategy.

On the basis of how parent–child interactions influence children's education and motivation, Wendy S. Grolnick and her colleagues in 1994 and 1997 hypothesised three levels of parental participation. Attending an open house or volunteering at the school is an example of a parent's behavioural commitment in their child's education. As a parent, you have the opportunity to model for your kid healthy attitudes about school and the value of a good education. Reading books and visiting museums are examples of cognitive/intellectual participation, which promotes children's skill development and understanding. These interactions, according to this idea, alter students' motivation, their feeling of competence, and their conviction that they have control over how well they do in school.



In studies published in 1995 and 1997, Kathleen V. Hoover-Dempsey and Howard M. Sandler defined parental engagement broadly to cover both home-based (e.g., assisting with homework, discussing school events or courses) and school-based activities (e.g., volunteering at school, coming to school events). A parent's confidence in her ability to assist her children thrive in school, as well as the possibilities for engagement offered by the school or teacher, are all factors that influence her level of parental involvement, according to these researchers. According to this notion, when parents become engaged in their children's learning, their knowledge, abilities, and confidence in their ability to succeed in school rise.

Epstein's 1995 paper and 2001 book, "Staff-Family-Community Partnerships," asserted the importance of these three "spheres of influence" on the development and educational progress of young people; these three settings work together to achieve common objectives for the benefit of all children. Epstein advised schools to adopt activities across six categories of involvement: parenting, communication, volunteering, learning at home, decision-making, and cooperation with the community, in order to generate more "overlap" between the school, home, and community. To help students realise their full potential in school and have positive school experiences, educators may create activities that engage all six levels of engagement.

### **Effects on Parental Involvement**

Various studies have indicated that the qualities of students and families have an impact on parental participation. There is less parental involvement in the education of their children among the working class and in homes where moms work full-time. Parental involvement in the schooling of their children is higher among elementary-school parents. However, it has been shown that characteristics other than family wealth or structure are more significant predictors of parental participation.

When it comes to including parents and family members in their children's education, schools play an important role. Researchers Susan L. Dauber and Joyce L. Epstein discovered that schools and teachers' behaviours were the biggest predictors of parental participation in their 1993 research published in the book *Families and Schools in a Pluralistic Society*. Assigning homework that encourages student-parent engagement, hosting seminars for families, and communicating with parents about their children's education have all been demonstrated to improve parental participation.

The degree of parental participation has also been demonstrated to be strongly influenced by parental ideas and views. According to research, parental participation in their children's



education is strongly correlated with their educational goals and their comfort level with the school and its personnel. Parental attitudes regarding their role as a parent and how much influence they believe they can have on their children's education have been found to influence their engagement at home and in school.

### **Obstacles to Parental Involvement**

Teachers' views and family resources are two of the most significant barriers to parents' involvement in their children's educations. Schools and teacher training may, however, overcome these difficulties. Below, we'll take a closer look at each. Parental engagement may be hampered by the views of teachers. If teachers believe that their attempts to engage families in student learning are having an effect, they are more likely to make efforts to do so themselves. According to Epstein and Dauber's research published in 1991, elementary school instructors are more likely to feel that parental engagement is vital for kids and to give more chances and assistance for parents to be active in their children's education than middle school teachers. Because of the way teachers and administrators see parents or how much they value parental engagement, some schools have low levels of parental involvement.

In spite of the fact that all parents want the best for their children, not all of them have the same resources or opportunity to be actively engaged in their children's educational experience. It is difficult for families when all caregivers work full-time and if there are several children to participate in their children's education. It is critical that schools recognise and address the challenges faced by the families of their pupils. School-to-home and home-to-school communications with families must be provided, as well as communications to families in a language and at a reading level all families can understand; adequate representation of the entire community of parents on school advisory committees; and distribution of information provided at workshops to the families who could not attend were some of the recommendations made by Epstein in her 1995 article. In order to acquire the support of parents and increase student accomplishment, schools must address these difficulties and make it simpler and more convenient for all families to become involved.

Increasing the amount of time teachers spend learning about family engagement is one way to overcome these barriers. Few hours are devoted in teacher preparation programmes to teaching students about the importance of parental involvement in their children's education and the ways in which instructors may encourage parents to take an active role in their children's education. Teachers may not be aware of the value of parental engagement or how to encourage



it if they do not get this training. As a consequence, new instructors may find interacting with parents to be one of their most difficult tasks.

### **Controversies**

Parental participation programmes have a bad reputation, despite the fact that research shows they may assist students obtain better grades and higher levels of educational attainment. Annette Lareau's 1989 book, *Home Advantage*, and Michelle Fine's 1993 paper raise concerns about the broad application of parent-involvement policies and practises. Because many schools and instructors take a "one-size-fits-all" approach, their worry about the impact of parent participation programmes derives from this finding. Because of this, pupils from lower socioeconomic backgrounds are at a disadvantage in school.

A variety of studies have shown varying levels of parental participation, parental views, and the interaction between the home and the school. Misunderstandings and poor home-school interactions may occur when parents and teachers have differing views on a range of issues. Still under debate: whether and how parent-involvement programmes should accommodate families of different socioeconomic statuses.

### **Current Issues**

When it comes to parental participation, community involvement has emerged as a new focus in the late 1990s and early 21st century. Schools have access to a large variety of community resources, but only a tiny fraction of them are used in the course of providing instruction to pupils, according to Mavis G. Sanders in a 2001 paper. The influence of community factors on student success was further shown by Sophia Catsambis and Andrew Beveridge in a 2001 paper, which found that parental participation might be diluted by neighbourhood characteristics. The function of the community and the influence it has on schools and families is still ambiguous.

It's becoming more and more vital to understand parental engagement as a developmental phenomenon. In order to better understand how to engage pupils based on their age and stage of development, more research must be done. High school students may not benefit from elementary school parent-involvement programmes as much as primary school children may benefit from them. It is important for educational institutions to recognise the positive effects that parental participation may have on students and families as they go up the educational ladder. In order to better understand how parental participation and various kinds of parental involvement affect pupils as they go through school, further research is needed.



It's common knowledge that parents and other family members may have a significant impact on their children's academic performance. There is a favourable correlation between student accomplishment and parental participation, according to research. Furthermore, research suggest that including parents in the educational process might boost student success. Questions concerning the impact of parental participation on certain kids have been raised due to concerns schools may not be reaching out to all families and may not be aware of how families from various cultures see schools and school employees. In spite of this, research indicates that when schools reach out to all families, understand their needs, and encourage parental engagement, children are more likely to succeed in school.

### **Conclusion**

Parental engagement refers to the level of involvement a parent has in their child's education. Some schools encourage parents to be actively involved in their children's education, although many parents are hesitant to do so. Parents' participation in their children's education is regularly linked to better academic outcomes for their children.... More than just intellect, parental participation was shown to have a statistically significant influence on a child's academic achievement.

### **References**

1. CATSAMBIS, SOPHIA, and BEVERIDGE, ANDREW. 2001. "Does Neighborhood Matter? Family, Neighborhood, and School Influences on Eighth-Grade Mathematics Achievement." *Sociological Focus* 34:435–457.
2. CHAVKIN, NANCY F., ed. 1993. *Families and Schools in a Pluralistic Society*. Albany: State University of New York Press.
3. DAUBER, SUSAN L., and EPSTEIN, JOYCE L. 1993. "Parents' Attitudes and Practices of Involvement in Inner-City Elementary and Middle Schools." In *Families and Schools in a Pluralistic Society*, ed. Nancy F. Chavkin. Albany: State University of New York Press.
4. EPSTEIN, JOYCE L. 1995. "School/Family/Community Partnerships: Caring for the Children We Share." *Phi Delta Kappan* 76:701–712.
5. EPSTEIN, JOYCE L. 2001. *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview.



6. EPSTEIN, JOYCE L., and DAUBER, SUSAN L. 1991. "School Programs and Teacher Practices of Parent Involvement in Inner-City Elementary and Middle Schools." *Elementary School Journal* 91:289–305.
7. FINE, MICHELLE. 1993. "[Ap]parent Involvement: Reflections on Parents, Power, and Urban Public Schools." *Teachers College Record* 94:682–710.
8. GROLNICK, WENDY S.; BENJET, CORINA; KUROWSKI, CAROLYN O.; and APOSTOLERIS, NICHOLAS H. 1997. "Predictors of Parent Involvement in Children's Schooling." *Journal of Educational Psychology* 89:538–548.
9. GROLNICK, WENDY S., and SLOWIACZEK, MARIA L. 1994. "Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model." *Child Development* 65:237–252.
10. HOOVER-DEMPSEY, KATHLEEN V., and SANDLER, HOWARD M. 1995. "Parent Involvement in Children's Education: Why Does It Make a Difference?" *Teachers College Record* 97:310–331.
11. HOOVER-DEMPSEY, KATHLEEN V., and SANDLER, HOWARD M. 1997. "Why Do Parents Become Involved in Their Children's Education?" *Review of Educational Research* 67:3–42.
12. LAREAU, ANNETTE. 1989. *Home Advantage*. London: Falmer Press.
13. SANDERS, MAVIS G. 2001. "The Role of 'Community' in Comprehensive School, Family, and Community Partnerships." *Elementary School Journal* 102:19–34.