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IMPACT OF PARENTAL INVOLVEMENT ON THE ACADEMIC ACHIEVEMENT OF UPPER PRIMARY SCHOOL STUDENTS

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Abstract : This study explores the effect of parental involvement on the academic achievement of upper primary school students in Ballia District, Uttar Pradesh. A quantitative research approach was employed, using a descriptive and inferential research design. The sample consisted of 130 Class VIII students selected through simple random sampling from upper primary schools located in the Rasra Development Block. Parental involvement was assessed using a standardized five-point rating scale developed by Chouhan and Arora, while students' academic achievement was obtained from official school records. The collected data were analyzed using statistical methods, including the t-test and regression analysis. The results revealed that parental involvement in students' academic activities was at a moderate level. The majority of students demonstrated good academic performance, with nearly half of them achieving excellent or outstanding results. The analysis showed no significant differences in parental involvement or academic achievement based on gender. Further findings indicated that parental involvement had a significant positive influence on students' academic achievement, whereas gender did not significantly affect academic achievement at the upper primary level.

IndexTerms **- Parental Involvement, Upper Primary School Students, Academic Achievement.**

I. INTRODUCTION

Academic achievement is a crucial component of educational development, as it determines students' future academic opportunities and career prospects. The upper primary stage represents a critical phase in a learner's educational journey, characterized by rapid cognitive, emotional, and social development. During this stage, students begin to develop advanced reasoning skills, greater independence, and stronger academic responsibility, making it an important period for examining factors that influence academic performance.

Among the numerous factors affecting academic achievement, parental involvement has received considerable attention from educators and researchers. Parental involvement refers to parents' active participation in their children's education through academic support at home, communication with teachers, participation in school activities, and encouragement of positive learning attitudes. Such involvement reflects a collaborative relationship between parents and schools aimed at enhancing students' learning experiences. In the present study, academic achievement is considered the dependent variable and is measured through students' examination scores. Upper primary education includes Classes VI to VIII, which marks the transition from basic learning to more structured and demanding academic tasks.

Parents play a significant role in supporting children's educational development by providing emotional support, guidance, motivation, and a favorable learning environment at home. Their involvement contributes to the development of study habits, self-discipline, and motivation among students. However, the nature and effectiveness of parental involvement may vary depending on parental expectations, awareness of children's needs, and understanding of developmental stages.

While appropriate parental involvement positively influences academic achievement, excessive pressure or unrealistic expectations may adversely affect students' emotional well-being and academic engagement. Hence, balanced parental involvement that aligns with children's abilities and psychological needs is essential. The present study seeks to examine the influence of parental involvement on the academic achievement of upper primary school students, with the aim of contributing to educational research and strengthening home–school collaboration.

1.1 Research Questions

Overarching research question is "What is the prevailing level of parental involvement and academic achievement with respect to gender among upper primary school students?"

1.2 Objectives of the Study

The central objectives are to find, examine and identify the level of parental involvement & academic achievement with respect to gender of among upper primary school students.

1. To find out the current level of parental involvement among upper primary school students.
2. To identify the current level of academic achievement of upper primary school students.
3. To examine parental involvement among upper primary school students in relation to gender.
4. To study academic achievement of upper primary school students in relation to gender.
5. To examine the relationship between parental involvement and academic achievement of upper primary school students.
6. To find out whether there is any significant difference in parental involvement and academic achievement between male and female upper primary school students.

1.3 Rationale for hypotheses

The formulation of hypotheses for the present study is grounded in an extensive review of related literature. Previous research investigating the relationship between parental involvement and academic achievement has produced inconsistent findings. Several studies have reported a positive relationship between parental involvement and students' academic achievement (Hara & Burke, 1998; Hill & Craft, 2003; Kim, 2022; Wang & Wei, 2024). In contrast, some studies have found no statistically significant relationship between these variables, indicating variability in outcomes across different contexts and populations.

Furthermore, the majority of existing studies have focused primarily on secondary or primary school students, with relatively limited attention given to upper primary students, particularly in rural Indian settings. The influence of gender on parental involvement and academic achievement, as well as its role in shaping the relationship between these variables, has also received inadequate research attention. This lack of consensus in findings, combined with contextual and demographic research gaps, highlights the need for further investigation.

In view of the mixed empirical evidence and the underrepresentation of upper primary students in rural Indian contexts, the present study adopts a neutral stance. Therefore, null hypotheses have been formulated to objectively examine the relationship between parental involvement and academic achievement and to explore potential gender-based differences.

1.4 Hypotheses of the Study

1. There is no significant difference in the mean level of parental involvement between male and female upper primary school students.
2. There is no significant difference in the mean level of academic achievement between male and female upper primary school students.
3. There is no significant relationship between parental involvement and academic achievement among upper primary school students.
4. There is no significant difference in the combined mean levels of parental involvement and academic achievement between male and female upper primary school students.

II. Review of Literature

Parental involvement has been widely acknowledged as a significant contributor to students' academic achievement, especially during the upper primary stage of education. Studies indicate that when parents actively engage in their children's learning at home and participate in school-related activities, students show improved learning outcomes, higher motivation, and better overall academic performance.

Baumrind (1991) emphasized the effectiveness of the authoritative parenting style, which combines emotional support with appropriate discipline, in nurturing confident and academically successful children. Parents who adopt this approach tend to identify academic difficulties and work collaboratively with their children to overcome them, rather than relying on strict or punitive methods. Similarly, Epstein (1980) introduced a framework that highlights the importance of cooperation among schools, families, and communities. Her model outlines six distinct forms of parental involvement—including communication, volunteering, and home-based learning—through which joint efforts contribute to improved student achievement.

Coleman (1988), through the theory of cultural capital, explained that parents contribute to their children's academic success by creating stimulating learning environments and transmitting values, norms, and behaviors that support educational attainment. Vygotsky's sociocultural theory further clarifies the role of parental involvement by introducing the concept of the Zone of Proximal Development (ZPD), where learning is enhanced through scaffolding provided by more knowledgeable individuals, enabling children to perform tasks beyond their independent level.

Various institutional initiatives, including Parent–Teacher Association (PTA) programs such as *Take Your Family to School Week* (2008), have been introduced to encourage greater parental involvement in education. However, research shows that parental participation often decreases as children grow older, declining from about 75 percent at nine years of age to nearly 44 percent by the age of fourteen (U.S. Department of Education, 2003). Recent empirical studies further confirm the positive impact of parental involvement, indicating that consistent communication between parents and schools has a stronger influence on academic achievement than direct assistance with homework (Barger et al., 2019). Additionally, parental engagement has been found to improve students' self-esteem and academic performance (Ross, 2016) and to strengthen their sense of belonging and attachment to school (Alkali et al., 2005).

Overall, the reviewed studies highlight parental involvement as a significant factor influencing students' academic achievement. However, the impact of such involvement is largely shaped by its nature, quality, and regularity. This underscores the importance of examining parental involvement specifically at the upper primary level, where students experience important developmental changes and increasing academic demands.

III. Research Methodology

The present study adopted a quantitative research approach using a descriptive survey method to examine the relationship between parental involvement and academic achievement among upper primary school students. A simple random sampling technique was employed to select the sample, ensuring adequate representation of students from both government and private schools in Ballia District. A sample size of 130 respondents was selected, as it exceeds the minimum requirement for applying inferential statistical techniques such as the t-test and regression analysis. Previous studies suggest that t-tests require a minimum of 30 observations, while regression analysis requires a substantially larger sample to ensure stable estimates (Cohen et al., 2018; Tabachnick & Fidell, 2019). Moreover, a larger sample enhances statistical power and the reliability of research findings (Cohen, 1988). Therefore, a sample size of 130 was considered statistically adequate for the present study. The correlation method was used to determine the relationship between parental involvement and academic achievement. The *t*-test was employed to examine differences in parental involvement and academic achievement based on gender. In addition, multiple regression analysis was conducted to assess the influence of parental involvement and gender on students' academic achievement.

3.1 Data Collection

Data were collected from a sample of 130 Class VIII students studying in upper primary schools. Prior to the administration of the research tools, clear instructions and necessary guidance were provided to the students to ensure accurate responses and enhance the reliability of the data collected.

3.2 Tool

Parental involvement was assessed using the Parental Involvement Scale developed by Dr. Vijay Laxmi Chouhan and Dr. Gunjan Ganatra. This standardized five-point Likert scale is designed for adolescents aged 13 to 18 years and consists of 25 statements that measure both positive and negative dimensions of parental involvement. The response options range from "Always" to "Never." Based on standardized percentile scores, levels of parental involvement are categorized as very low, low, average, high, and very high.

The scale possesses strong psychometric properties, with a reliability coefficient of 0.92 and a validity coefficient of 0.85, indicating high consistency and accuracy of measurement. The Parental Involvement Scale has also been widely used in similar Indian research studies, confirming its suitability for the present investigation (Boruah, 2021).

Academic achievement was measured using students' official scorecards obtained from school records. These scores were subjected to statistical analysis to determine students' academic performance levels and to examine their association with parental involvement.

IV. Data Analysis

4.1 Percentage Analysis of Level of Parental Involvement

The data for the present study were analyzed from a sample of 130 Class VIII students, comprising 65 boys and 65 girls, selected from upper primary schools in Ballia District. Parental involvement was assessed using the standardized Likert-type scale developed by Chouhan and Ganatra, while academic achievement was measured using students' report card percentages obtained from school records. The raw scores of parental involvement were calculated and subsequently converted into percentile ranks to classify levels of parental involvement.

For comparative purposes, the sample was categorized based on gender, and data related to parental involvement and academic achievement were systematically recorded in a master data sheet. Correlation analysis was employed to examine the relationship between parental involvement and academic achievement, while independent sample *t*-tests were used to analyze gender-based differences in both variables. Additionally, multiple regression analysis was conducted to determine the combined effect of parental involvement and gender on students' academic achievement.

The statistical analysis facilitated the identification of significant relationships between parental involvement and academic achievement, as well as differences between male and female students. The results were tabulated, analyzed, and interpreted to provide a comprehensive understanding of the observed data patterns.

Table I- Percentage of Students by Level of Parental Involvement (N = 130)

Level of Parental Involvement	Percentage (%)
Very High	6.15
High	26.92
Average	33.84
Low	26.15
Very Low	6.9
Total	100.00

Interpretation:

Table I reveals that the largest proportion of students (33.84%) falls within the **average level of parental involvement**, indicating that parental involvement is generally moderate rather than highly intensive or completely absent. The data further show that approximately **26.15%** of students experienced a **low level** of parental involvement, while a comparable **26.92%** reported a **high level** of involvement. This close distribution between the "high" and "low" categories suggests a **nearly symmetrical pattern** of parental involvement among the students.

Only **6.15%** of the students were classified under the **very high** level of parental involvement, whereas a slightly higher **6.90%** were categorized under the **very low** level. The noticeably smaller percentages at both extremes indicate that very high and very low levels of parental involvement are relatively uncommon in the sample.

4.2 Percentage analysis of levels of Academic Achievement among Upper Primary School Students

Table II Existing Levels of Academic Achievement among Upper Primary School Students (N = 130)

Academic Achievement Level	Percentage (%)
Distinction/Outstanding (80%+)	15.38
First Class/Excellent (70%–79.99%)	33.07
Second Class/Good (60%–69.99%)	39.23
Pass/Satisfactory (50%–59.99%)	12.30
Fail/Not Achieved (Below 50%)	00.00
Total	100

Interpretation:

Table II indicates a **100 percent pass rate**, with no student scoring below 50 percent. Only **12.30 percent** of the students fall within the **Pass/Satisfactory** category. The data reveal a strong concentration of students in the **middle to higher levels of academic achievement**.The **Second Class/Good** category represents the largest proportion of students (**39.23 percent**), followed closely by the **First Class/Excellent** category (**33.07 percent**). Additionally, a substantial **15.38 percent** of students achieved the **Distinction/Outstanding** level by scoring 80 percent or above. Overall, the distribution of scores demonstrates a **high level of academic achievement** among upper primary school students.

4.3 Analysis of Mean Difference in Parental Involvement between Boys and Girls

Table III Mean Difference in Parental Involvement between Boys and Girls

Groups	N	Mean (x)	SD (s)	't' ratio	P - Value
Boys	**65**	**84.48**	**9.06**	**- 1.40**	**0.166**
Girls	**65**	**86.5**	**6.31**		

Interpretation:

Table III shows the calculated *t*-value of **-1.40** is lower than the critical value of **2.00** at the 0.05 significance level. Additionally, the corresponding *p*-value (**0.166**) exceeds the conventional threshold of 0.05. These results indicate that there is **no statistically significant difference** in parental involvement scores between boys and girls in the sample. Consequently, the **null hypothesis**, which states that there is no significant difference in parental involvement between male and female students, is **accepted** at the 0.05 level of significance.

4.4 Analysis of Mean Difference Existing level of academic achievement among upper primary school students based on gender.

Table IV Existing level of academic achievement among upper primary school students based on gender

Groups	N	Mean	SD	't' ratio	P Value
%marks of Boys	65	69	9.03	- 1.76	0.084
% Marks of Girls	65	71	8.77		

Interpretation:

Table IV shows that the calculated *t*-value of **–1.76** is not significant at the 0.05 level. Since the *p*-value exceeds the conventional threshold, we **fail to reject the null hypothesis**. This indicates that there is **no statistically significant difference** between the academic achievement (percentage marks) of boys and girls in the sample.

4.5 Analysis of Correlation between Students' Level of Parental Involvement and Academic Achievement

Table V Correlation between Students' Level of Parental Involvement and Academic Achievement (N = 130)

Metric	Number of Students	Pearson Correlation Coefficient (r)	Direction	Strength
Parental Involvement & Academic Achievement	130	+0.278	Positive (p- value;0.0014)	Small/week

Interpretation:

Table V shows correlation analysis yielded a coefficient of **r = 0.278**, indicating a **positive relationship** between parental involvement and academic achievement among the 130 upper primary school students. According to Cohen's (1988) guidelines, an *r* value of 0.278 represents a **small to moderate correlation**, which is considered meaningful in educational research. The corresponding *p*-value is less than the standard significance level of 0.05, indicating that the relationship is **statistically significant**. These findings suggest that a higher level of parental involvement is **significantly associated with higher academic achievement** among students.

4.6 Two- Simple Regression Analyses

A multiple linear regression was conducted to examine the influence of parental involvement (A) and student Gender (B) on academic achievement, measured as percentage marks.Model Coefficients - C

Table VI Two- Simple Regression Analysis, Effect of Gender and Parental Involvement on Academic Achievement

Predictor	Estimate	SE	T	P-value
Intercept a	43.242	8.3419	5.18	< .001
A B;	0.304	0.0976	3.11	.002
F-M	2.1404	1.5202	1.38	.169

Interpretation

The regression analysis indicates that for every one-unit increase in the parental involvement score, students' percentage marks increase by **0.30%**. This relationship is **statistically significant** ($p < 0.05$), confirming that parental involvement is a **significant predictor of academic achievement** ($p = 0.002$).

The analysis also revealed a slight difference of **2.1%** in academic performance between boys and girls; however, this difference was **not statistically significant** ($p > 0.05$). This suggests that **gender does not have a meaningful influence** on students' academic achievement when parental involvement is considered.

Overall, these findings demonstrate that parental involvement has a **significant positive effect** on academic achievement among upper primary school students, whereas gender does not significantly impact percentage marks ($p = 0.169$). Based on these results, educational interventions should prioritize strategies to **enhance parental engagement** to further improve student performance.

V. Major Findings

1. **Parental Involvement:** The study reveals a **bell-curve distribution** of parental involvement, with the majority of students (**33.84%**) experiencing **average involvement**. However, over one-third of the students report **low or very low parental involvement**, highlighting a notable gap in the support available to some students.
2. **Academic Achievement:** The analysis shows **high overall academic performance** among upper primary students. Nearly **48.45%** of the cohort scored **70% or higher**, indicating that almost half of the students are performing at **excellent or outstanding levels**.
3. **Gender Differences:** The study indicates **gender-balanced parental involvement and academic achievement**. No significant differences were observed between boys and girls in either parental involvement or academic performance at the upper primary level.
4. **Relationship Between Variables:** A **positive correlation** (r = +0.278) was found between parental involvement and academic achievement, suggesting that while parental involvement is an important factor, **other variables**—such as study habits, teacher quality, and socio-economic status—also contribute to student performance.
5. **Predictive Role of Parental Involvement:** Regression analysis confirms that **parental involvement is a significant predictor** of academic achievement (p = 0.002), whereas **gender does not significantly influence students' percentage marks** (p = 0.169).

Overall the findings indicate that although levels of parental involvement vary, they **positively influence academic achievement** but do not fully account for it. Additionally, gender does not have a significant effect on academic outcomes in this sample.

5.1 Conclusion

The study demonstrates that **parental involvement is a statistically significant, though modest, predictor of academic achievement** among upper primary school students. While nearly half of the cohort exhibits **high academic performance**, the data reveal a **weak positive correlation** between parental involvement and achievement. This indicates that, although parental engagement contributes positively to academic outcomes, it is **not the sole determinant of success**; other factors such as study habits, teacher quality, and socio-economic conditions likely account for the remaining variance in student performance.

The findings also show that **gender does not play a significant role** in either the level of parental involvement or academic achievement. Given that a substantial proportion of students experience **low to very low parental involvement**, schools should prioritize **targeted outreach programs** to bridge this gap. Interventions should focus on supporting the approximately **33% of families** with minimal engagement, which represents a critical area for policy and practice.

Future research should explore the **influence of socio-economic status, instructional quality, and home learning environments** on academic outcomes to provide a more comprehensive understanding of factors affecting student achievement. Overall, the results suggest that enhancing parental involvement can **positively impact academic performance**, regardless of gender, and should be considered a key strategy for improving educational outcomes at the upper primary level.

5.2 Recommendations and Suggestions

Based on the findings of the study, the following recommendations are proposed for educators, parents, and policymakers to enhance academic achievement through improved parental involvement:

1. **Promote Active Parental Engagement:** Schools should organize regular workshops, parent-teacher meetings, and interactive sessions to encourage parents to participate actively in their children's education. Emphasis should be placed on both **academic guidance and emotional support**.
2. **Target Support for Low-Involvement Families:** Approximately one-third of students reported low or very low parental involvement. Schools should identify these families and provide **targeted guidance, counseling, and resources** to help them support their children effectively.
3. **Strengthen Home–School Communication:** Continuous communication between teachers and parents should be maintained through phone calls, emails, or digital platforms. This ensures parents remain informed about their child's progress, challenges, and achievements, which can **enhance student motivation and performance**.
4. **Gender-Sensitive Interventions:** While this study found no significant gender differences in parental involvement or academic achievement, schools should continue to promote **equal opportunities and encouragement for boys and girls** in both academic and extracurricular activities.
5. **Encourage Positive Study Habits:** Parents should be guided to foster **structured routines, consistent study habits, and a supportive learning environment at home**, which complement school efforts and reinforce academic learning.
6. **Policy-Level Recommendations:** Education authorities should develop programs that **bridge gaps in parental support**, particularly in rural areas, including training sessions, awareness campaigns, and resource provision to enhance parental involvement.
7. **Future Research Directions:** Further studies should examine **other factors affecting academic achievement**, such as socio-economic status, teacher quality, instructional strategies, and peer influence. Longitudinal research could provide deeper insights into the **long-term impact of parental involvement** on student outcomes.

Overall Suggestion: Enhancing parental involvement should be considered a **strategic priority** for improving academic achievement at the upper primary level. By empowering parents with knowledge, skills, and motivation, schools can create a supportive ecosystem that promotes student success regardless of gender or socio-economic background.

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