

Relationship between Parental Engagement and Student Achievement of Secondary Level Students

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Abstract

The aim of this research is to study the relationship between parental engagement and student achievement of secondary level students especially grade 10 students in public and private schools in the Sunsari district using survey design through simple random method. Data were collected by pre-prepared and expert standardized Likert scale having structured questionnaires and analyzed descriptively and inferentially through using the SPSS software. This study finds that both parents (father and mothers) of private schools' students are more educated than public schools. This study also finds that fathers and mothers in both schools are the students' Immediate Parents of the grades 10 students. In addition to that, it finds that maximum students of public schools obtained moderate grades (C-C+) whereas good grades (B-B+) in private schools. Thus, the achievement of public schools' student is low than private school's students. Furthermore, there is no significant mean difference between fathers/mothers' qualifications and students' achievement in both public and private schools. It finds that there is a weak, positive and no significant relationship between parents' talks practice and students' achievement and there is negative, weak and significant relationship between reward practice of parents and students' achievement. Likewise, there is also weak, positive and no significant relationship between punishment practice and students' achievement and negative and there is weak and no significant relationship between support practice of parents and students' achievement.

Keywords: parents' engagement, learning achievement, school, education, student

Introduction

The word education has been derived from the Latin word "educare" where "E" means out of and "ducare" means to rise up. Therefore, education is a process of drawing out the potential power from the child (Sharma, 2067). Education is the process of acquiring and getting instruction for expanding knowledge, skill, and attitudes or changing the behavior. Student learning is a major part of school education. It refers to the process of education knowledge through instruction. The learning achievements of the students will be affected by many factors. Basically, it is affected by internal factors and external factors. These factors are as-Internal factors psychological, physical, fatigue as an internal and family circumstances, state schools, the state of society as the external factors (Salmeto (2003). No doubt, there are so many student factors such as aptitude, practice, motivation, etc, teacher factors such as teaching method, qualification, evaluation practices, etc, parental factors such as time/participation, reward and punishment practices, and school factors affect student learning achievement.

Research indicates that parental involvement is an effective strategy to ensure student success (Barnard, 2004; Desimone, 1999; Hill & Craft, 2003; Hill & Taylor, 2004; Zellman & Waterman, 1998). It means that parental engagement in different aspects such as talk with their children on their plan, learning, daily activities, reward and punishment

involvement to their children's learning, time and participation at daily learning activities, and so on can support student learning achievement. Research affirms that inadequate or no parental involvement contributes to low student achievement and engagement (Bower & Griffin, 2011). It means that parents' engagement is quietly related to student learning achievement. Moreover, the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables (Jeynes, 2007). Thus, parental behavior plays a vital role in students. Scholar Duncans Mugumya, Karooro, & Rwekaza Mwesigye (2023) research has also helped to confirm this statement as that promoting parental involvement in their children's educational endeavors is essential for improving academic achievement.

The purpose of the study was carried out to find out the relationship between parental engagement and student learning achievement of grade 10 students in public and private schools in the Sunsari district. It specifically focused on who the more educated parents are between public and private school? Who are the immediate parents of grades ten students? Whose learning achievement is better? Is there significant difference in student achievements due to the academic achievement of parents? What type of relationship does the parental engagement (parents talk, reward/support, punishment and

time/participation) with student achievement and is there significance relationship.

Parental engagement plays a very important role in relation to student learning achievement especially for the students who are studying in both public school and private schools. The research work was carried out to identify the crucial role in student learning achievement in relationship with parental engagement in different aspects. Not only this, persons and many others organizations that are going to conduct their research also will be profited from the result of this research. Persons who are involved in the field of educational policy, practice and implementation level also can get the information from this study

Literature Review

This section encompasses the paternal engagement, student learning,

and parental engagement and student learning.

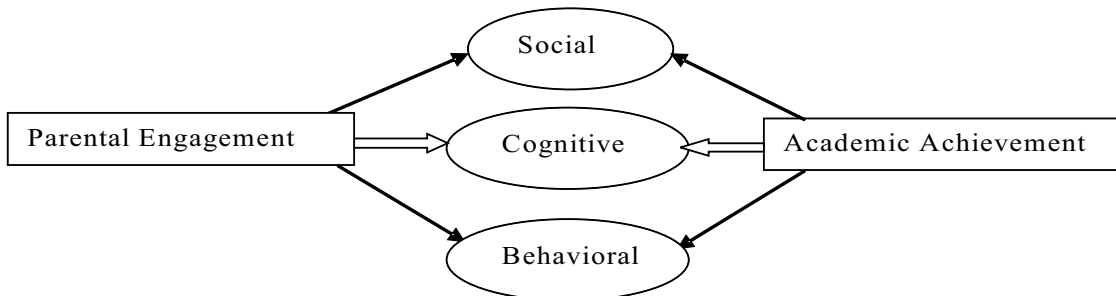
Parental Engagement

The term parent simply refers to anyone including family members such as guardians, aunts, uncles, siblings, and grandparents who is involved in the process of supporting and caring for student/children learning and education. Putting it another way, parental engagement has a key role in the academic achievement of the students' learning that may affect by the parents' roles in their home, communities, and school as well. Moreover, DeMolen (2023) has focused crucial role it plays in a child's education and academic success.

The parental involvement has a positive effect on students' academic achievement as so many educators in particular, have considered parental involvement an important ingredient for the solving of many problems in education (Fan & Chen, 2001).

Figure 1

The Relationship Model between Parental Engagement and Academic Achievement



Note: Adopted from Fan and Chem (2001).

Epstein et al.'s (2009) highlighted the having six types of parental involvement framework: engagement on

child's health and safety, engagement on communication with the school about academic progress, participation at school

events, participation initiating, monitoring, and assisting in their children's homework or learning activities, parent's participation at decision-making roles of student learning and participation of parents along with community people for student learning (Epstein, Coates, Salinas, Sanders, & Simon, 1997).

Parental involvement is featured by "participation engagement, healthy child care, child rearing, sharing activities and it is conceptualized and measured in a variety of ways" (Tokac, U., & Kocayörük, E., 2012, p. 257).

Student Learning

There are several factors that may affect students. Some of the crucial factors that may affect student learning achievements are as follows:

- Socio-economic Factors: Students come from various socio-cultural backgrounds. Some are poor while others come from well-to-do family. Students from well-to-do family will most likely more educational support whereas the students who came from working class or poor family that may affect student learning outcomes.
- Parents Education: Parents Education plays a vital role in students learning achievements directly and indirectly. It refers to the qualification of their father and mother.
- School Structure and Resources: It refers to the physical environment

factors of the school. Such as library, playground, building, toilet, electricity, drinking water, safety lab, and practical field.

- Safety: Safety is the feeling of being safe in school. Such as students' fight, gang problems, conditions of the building and surround
- Learning Disabilities: This factor refers to a student's memory attention and capacity. It also refers to handicapped, visually and audibly disables pupils.
- Teachers and Administrators: Teachers' skills willingness to teach, knowledge of the subject matter, emotional factors an ideal role model plays a vital role in students learning where as administrator refers to run a school smoothly and fairly according to the rules and regulations act.
- Motivation to Learn: This factor refers to students' eagerness to learn something.
- Role of Technology: New innovation technologies are an integral part of students learning achievement. Such as, Computer, Laptop, Wi-Fi, Internet, and ICT are the main factors to have students learning achievement.

Bron fenbrenner's bio-ecological model is a holistic view of the whole child, in all aspects of his or her world. The model is clearly divided into four

levels, from the most intimate to the external elements of a person's life experiences. One of the factors is micro system factors and it refers to traits within the student and their direct interactions with teachers and other students. The example of such factors is student resiliency, individual student abilities, physical, and attendance-motivational, health, and affective factors, developmental differences and social and moral development. Another factor is Masco-system factor which is related to interactions that affects learner's learning achievement. School climate, parent training, and partnering, professional development for teachers, enhancing leadership capacity in teachers and administrators, teacher evaluation, peer culture, and achievement. Likewise, Exo- and Macro- Systems Factors also play a significant role in students. It is based on societal factors and systemic factors such as socioeconomic disparities, racism/classism, child abuse and neglect, unhealthy relationships across many systems (Bertolini, Andrew &Thorngren, 2012).

Parental Engagement and Student Learning

Many stakeholders take parental involvement is a key for student to get success in academic performance (Griffith, 1996). Student learning is affected by many internal and external factors. No doubt, children are spending more time around 18 hours in their home. So, parent's role has a great role in their children's achievement.

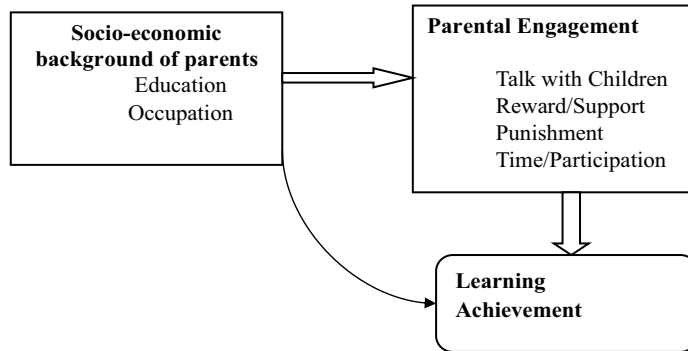
One of the researches carried by Araceli Martinez on the topic of parents participation and its effects on student academic achievement and found that students whose parents highly involve significantly outperformed those with parents who were not involved (Araceli Martinez, 2015).

Gonzalez-De Hass et al. (2005) argue that parental involvement in children's education increases academic motivation and educational success. The interest of students in learning, competences and understanding a subject area shall improve and support their achievement. The view that the role of parents in the achievement of student learning is important also supported this view. Hara and Burke (1998) found that it is important and sustained academic growth when their parents involved in the school.

Peters (2012) summaries that schools have become more successful when there is more engagement of parents.

Figure 2 reveals that students learning achievement is affected by socio-economic background of the parents especially occupation and parental qualification and parental engagement especially talk with children regarding on children plan, learning progress, children regular activities, practice of providing rewarding and punishing by parents on student learning practice and daily behavior and parents' time/participation to support student learning therefore, socio-economic background and parental engagement are the independent variable whereas student learning achievement is dependent.

Figure 2
Conceptual Framework



Methodology

Survey is the research design of this research to answer the research questions because it was based on the post positivist view. Post-positivism assumes that there is a reality and it should be tested and verified (Louis Cohen, Lawrence Manion, 2018). Based on this survey research design was used to find out the parents' behaviors (Creswell & Creswell, 2018). So, the researcher selected the survey research design to collect information about parental engagement and to its relations with student achievement. That's why it is related to the co-relational study as well.

60 students: 30 from public and 30 from private of Koshi Province, Itahari Sub-metropolitan in Sunsari district were randomly selected. It means that the researcher ensured an equal and independent chance of being selected (Kothari, 2004). Questionnaire having a Likert scale (five choice Scale) with intervals (completely disagree- disagree- no idea-agree completely agree) was used to collect the data form students. In

addition to that, the researcher followed the following steps;

- Among the community-based school and private school of Itahari sub-metropolitan city, especially researcher randomly selected two schools in the school list given by Itahari sub-metropolitan city.
- The researcher visited the respective schools and got approval from the school team and randomly selected 30 students from the school attendance list.
- Then respondent was distributed the pre- prepared and expert standardized Likert scale having structured questionnaires to the grade -10 students to collect data.
- After having the data collection from the school children, the researcher checked, edited and verified the filled questionnaires by the respondents.
- Researcher entered data at SPSS software and did the data cleaning process then analyzed the data with the help of the SPSS-25 version.

Results and Discussion

In this section, data has been descriptively and inferentially analyzed. In order to get the answer to the research questions, 60 students of grade 10 were

requested to response to the questionnaire. The information of respondents in terms of the type of school and gender ahs has been descriptively presented as follows:

Table 1
School and Gender Wise No of Respondents

Type of School			Frequency	Percent	Valid Percent	Cumulative Percent
Public	Valid	Male	13	43.3	43.3	43.3
		Female	17	56.7	56.7	100.0
		Total	30	100.0	100.0	
Private	Valid	Male	21	70.0	70.0	70.0
		Female	9	30.0	30.0	100.0
		Total	30	100.0	100.0	

Table 1 shows that there were 60 students as a respondent. Among them, 30 were public and 30 were private students. There were 13 male students of public and 21 private schools. This table also clearly shows that there were more female students in public students than males whereas there were more male students in private schools than females involved in the data collection process.

Thus, there were 34 male and 26 female students involved in the data collection process.

In addition to that, this study has also focused on the parents' qualifications of the students/respondent. The detailed information of parents' (Father and Mother) qualification of the students/respondent has been presented as follows:

Table 2
Qualification of Father of Respondents

Type of School			Frequency	Percent	Valid Percent	Cumulative Percent
Public	Valid	Illiterate	5	16.7	16.7	16.7
		Literate	22	73.3	73.3	90.0
		up to 12 grades	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Private	Valid	Literate	8	26.7	26.7	26.7
		up to 12 grades	14	46.7	46.7	73.3
		Bachelor & Above	8	26.7	26.7	100.0
		Total	30	100.0	100.0	

Table 2 presents that there were more literate fathers in public school than others whereas there were more fathers having qualifications up to 12 grades than others in private school. It means that the

father of private schools' students is more educated than public school. Likewise, the mother of private schools' student is more educated than public schools.

Table 3

Qualification of Mother of Respondents

Type of School		Frequency	Percent	Valid Percent	Cumulative Percent
Public	Valid	Illiterate	9	30.0	30.0
		Literate	19	63.3	93.3
		up to 12 grades	2	6.7	100.0
		Total	30	100.0	100.0
Private	Valid	Illiterate	4	13.3	13.3
		Literate	13	43.3	56.7
		up to 12 grades	11	36.7	93.3
		Bachelor & Above	2	6.7	100.0
		Total	30	100.0	100.0

Table 3 also presents that 9 mothers were literate and 19 literates in public school whereas 4 and 13 respectively in private. Moreover, 2 mothers were up to 12 grades in public school whereas 11 mothers were up to 12 grades and 2 were a bachelor and above. This clearly shows that mothers like fathers of private schools are more educated than public schools.

In addition to the academic qualification of the parents of the students/respondents, this study also focused on finding out the status of the immediate parents of the students/respondents.

Table 4 shows that father and mothers in both schools were the students' immediate parents. 16 in public and 18 in private are responding that both mothers and fathers are playing the role of immediate parents.

In addition to that, this study was also focused on the status of student learning achievement. The status of the students' achievement has been descriptively presented in Table 5.

Table 4*Student's Immediate Parents*

Type of School			Frequency	Percent	Valid Percent	Cumulative Percent
Public	Valid	Father	2	6.7	6.7	6.7
		Mother	9	30.0	30.0	36.7
		Both	16	53.3	53.3	90.0
		Other	3	10.0	10.0	100.0
		Total	30	100.0	100.0	
Private	Valid	Mother	9	30.0	30.0	30.0
		Both	18	60.0	60.0	90.0
		Other	3	10.0	10.0	100.0
		Total	30	100.0	100.0	

Table 5*Past Achievement of Students/Respondents*

Type of School			Frequency	Percent	Valid Percent	Cumulative Percent
Public	Valid	A to A+ (Excellent)	2	6.7	6.7	6.7
		B to B+ (Good)	13	43.3	43.3	50.0
		C to C+ (Moderate)	14	46.7	46.7	96.7
		D to D+ (Weak)	1	3.3	3.3	100.0
		Total	30	100.0	100.0	
Private	Valid	A to A+ (Excellent)	13	43.3	43.3	43.3
		B to B+ (Good)	15	50.0	50.0	93.3
		C to C+ (Moderate)	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

Table 5 demonstrates only 2 respondents of public school got A-A+ grade in their past exam whereas 13 students got A-A+ in private schools. Likewise, 14 students got C-C+ in public school whereas only 2 students got C-C+ grade. It equally denotes that maximum students of public schools obtained moderate grades (C-C+) whereas good

grades (B-B+) in private schools. Thus, the achievement of public schools' student is low than private students.

In addition to that, this study has tested two null hypotheses as follows:

- There is no significant difference in student achievement in private and public schools due to their

parents' (father and mother) qualifications.

Talk Practice, Reward Practice, Punishment Practice, Support Practice) in student achievement.

There is no significant relationship between parents engagement (Parents

The first hypothesis has tested as follows:

Table 6

Relation of Fathers' Qualification in Past Achievement of Students

Type of School		Sum of Squares	df	Mean Square	F	Sig.
Public	Between Groups	.100	2	.050	.101	.904
Private	Between Groups	.717	2	.358	.944	.402

Table 7

Relation of Mothers' Qualification in Past Achievement of Students

Type of School		Sum of Squares	df	Mean Square	F	Sig.
Public	Between Groups	.823	2	.412	.879	.427
Private	Between Groups	2.509	3	.836	2.571	.076

Table 6 presents that $df = 2$ and p -value is $0.0904 > 0.05$ in public school and $df = 2$ and p -value is $0.402 > 0.05$ in private school and the table 7 presents that $df = 2$ and p -value is $0.427 > 0.05$ in public school and $df = 2$ and p -value is $0.076 > 0.05$ in private school So, null hypothesis is accepted. It means that there is no significant mean difference between fathers' and mothers' qualifications and students' achievement in both public and private schools. Putting it another way, qualifications of parents' do not differ/affect students' achievement. It strongly rejects the finding: there is a significant difference between fathers' and mothers' qualifications and students' (Akinsanya, 2011).

Table 8 shows that value of correlation coefficient = 0.006 and p -value = 0.965 of the first variable/parental engagement area that is parents talk practice. Thus, null hypothesis is accepted. It means that there is a strongly weak, positive and no significant relationship between parents' talk practice and students' achievement. Likewise, in the case of the second variable that is reward practice, table clearly presents the value of correlation coefficient = -0.287 and p -value = 0.026 . Thus, the null hypothesis is rejected. It means that there is a negative, weak and significant relationship between reward practice of parents and students' achievement.

The second hypothesis has also tested as follows:

Table 8

Relation of Parental Engagement Past Achievement of Student

Variable		Past Achievement of Student	Talk practice of parents with students learning and behavior
Parents Talk Practice	Correlation Coefficient	1.000	.006
	Sig. (2-tailed)		.965
	Correlation Coefficient	1.000	-.287*
Reward Practice	Sig. (2-tailed)		.026
	Correlation Coefficient	1.000	.243
	Sig. (2-tailed)		.062
Punishment Practice	Correlation Coefficient	1.000	-.161
	Sig. (2-tailed)		.221
	Correlation Coefficient		
Support Practice	Sig. (2-tailed)		
	Correlation Coefficient		
	Sig. (2-tailed)		

In addition to that, the table 8 shows that the value of correlation coefficient = 0.243 and p -value = 0.062 of the third variable/parental engagement area i.e. punishment practice. Thus, null hypothesis is accepted. It means that there is a weak, positive and no significant relationship between punishment practice and student achievement. It means that the punishment practice of parents does not relate to student achievement. Likewise, in the case of the second variable that is reward practice, this table clearly presents the value of correlation coefficient = -0.161 and p -value = 0.221. Thus, the null hypothesis is accepted. It means that there is negative, weak and no significant relationship between the support practice of parents and students'

achievement.

This study accepts the view that reward plays a significant role in students' learning (Chapagain, 2011). On the other side, Shoukat et al., (2013) rejects the view that more talks, more support, more punishment by parents to their children's behavior and learning obtain more achievement.

Conclusion

Learning achievement affected by many factors including parental engagement is one of the major areas of study. This study is conducted to find out the relationship between parental engagement and the achievement of students. The study founds both parents (father and mothers) of private schools'

students are more educated than public school. This study also finds that fathers and mothers in both schools are the students' immediate parents of the grades 10 students. In addition to that, it finds that maximum students of public schools obtained moderate grades (C-C+) whereas good grades (B-B+) in private schools. Thus, the achievement of public schools' student is low than private schools' students. Furthermore, there is no significant mean difference between fathers/mothers' qualifications and students' achievement in both public and private schools. There is no significant relationship between talk practice, punishment practice, support practice, and student achievement whereas there is a significant relationship between reward and student achievement.

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