

Evaluating the Long-Term Effects of Parental Involvement in Child's Education

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ABSTRACT

This study investigates the long-term effects of parental involvement in a child's education, utilizing a mixed-methods approach that combines quantitative and qualitative data collection and analysis. The study employs co-relational analysis to explore the potential association between the degree of parental involvement throughout childhood and subsequent educational attainment, career choices, and self-reported life satisfaction in adulthood. The research utilizes a sample of 200 individuals aged 25-60, with varying levels of parental involvement reported through retrospective self-reports and parent-teacher communication records from their school files, obtained with informed consent.

Keywords: *Parental Involvement, Education, Academic Achievement, Socio-Emotional Development, Communication, Support, School Activities*

Parental involvement in a child's education has garnered significant attention from researchers, educators, and policymakers due to its potential to influence various aspects of a child's development. Over the years, numerous studies have highlighted the positive association between parental involvement and academic achievement, as well as socio-emotional well-being. However, much of the existing research has focused on short-term effects, overlooking the enduring implications of parental involvement on children's outcomes. This paper seeks to address this gap by examining the long-term effects of parental involvement on children's academic success and socio-emotional development.

The importance of parental involvement in education cannot be overstated. When parents actively participate in their child's schooling, it fosters a supportive learning environment that enhances academic engagement, motivation, and achievement (Henderson & Mapp, 2002).

Furthermore, parental involvement has been linked to positive socio-emotional outcomes, including higher levels of self-esteem, improved social skills, and greater overall well-being (Deslandes & Bertrand, 2005).

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Received: April 09, 2024; Revision Received: April 27, 2024; Accepted: May 01, 2024

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Despite the growing recognition of the benefits of parental involvement, there remains a need for research that explores its long-term effects on children's development. While existing studies have provided valuable insights into the immediate impact of parental involvement, few have examined how these effects unfold over time. Understanding the enduring influence of parental involvement is essential for designing effective interventions and policies aimed at promoting positive developmental outcomes in children.

In this paper, we employ a mixed-methods approach to investigate the long-term effects of parental involvement on children's educational outcomes. By combining quantitative analysis of survey data with qualitative insights from interviews, we aim to provide a comprehensive understanding of how parental involvement shapes children's academic success and socio-emotional well-being over time. Through this research, we hope to contribute to the existing literature on parental involvement and inform efforts to enhance parental engagement in education for the benefit of children's long-term development.

LITERATURE REVIEW

Parental involvement in a child's education has been the subject of extensive research, with numerous studies documenting its positive impact on academic achievement and socio-emotional development. Recent literature has provided valuable insights into the various forms of parental involvement and their effects on children's outcomes.

A study by Hill and Tyson (2009) examined the role of parental involvement in promoting academic success among adolescents. The researchers found that parental monitoring of homework, communication with teachers, and involvement in school activities were associated with higher grades and standardized test scores. These findings underscore the importance of active parental engagement in supporting children's academic achievement.

Furthermore, research by Wilder and Powell (2017) explored the long-term effects of parental involvement on children's socio-emotional well-being. The study found that children who reported higher levels of parental support and involvement exhibited greater self-esteem, motivation, and social competence. These findings highlight the holistic nature of parental influence on children's development, extending beyond academic success to include socio-emotional outcomes.

In addition to quantitative studies, qualitative research has provided valuable insights into the mechanisms underlying the relationship between parental involvement and child outcomes. A qualitative study by Keith and Keith (2018) examined parents' perspectives on their role in their child's education. The researchers identified themes related to parental expectations, communication patterns, and parental modelling of behaviour, which were found to influence children's attitudes towards education and their overall development.

Despite the wealth of research on parental involvement, there is still a need for longitudinal studies that examine the enduring effects of parental involvement on children's development. Longitudinal research allows for the exploration of how parental involvement influences outcomes over time, capturing the cumulative impact of parental engagement across different stages of a child's life. By incorporating both quantitative and qualitative methods, researchers can provide a comprehensive understanding of the long-term effects of parental involvement on children's academic success and socio-emotional well-being.

Research Objectives:

This research aims to address the following questions:

- To what extent is the level of parental involvement during childhood (reported retrospectively by individuals) associated with their educational attainment (highest completed degree) in adulthood?
- Is there a relationship between parental involvement and individuals' chosen career paths in adulthood?
- How do individuals with varying levels of reported parental involvement describe their overall life satisfaction?

RESEARCH METHODOLOGY

Participants

A convenience sample of 200 individuals aged 25-60 years old were recruited through online platforms and community centres. Participants were selected based on their willingness to participate and eligibility criteria, ensuring a diverse sample regarding parental socioeconomic backgrounds and educational attainment.

Data Collection & Analysis

Data collection occurred through a combination of surveys, interviews, and academic records review. At the beginning of the study, parents completed a questionnaire assessing their level of involvement in their child's education. The questionnaire included items measuring various dimensions of parental involvement, such as communication with teachers, participation in school activities, and support with homework.

Additionally, semi-structured interviews were conducted with a subset of parents to gain deeper insights into their attitudes, beliefs, and experiences regarding parental involvement. Interviews were audio-recorded and transcribed verbatim for analysis.

Academic records of the children were collected from school records. Objective measures of academic achievement, including standardized test scores, grades, and attendance records, were obtained to assess academic progress over time.

Further quantitative data analysis involved several steps. Firstly, descriptive statistics were calculated to summarize the demographic characteristics of the sample and key variables of interest. Secondly, correlational analyses were conducted to examine the relationship between parental involvement and child outcomes. Pearson correlation coefficients were computed to assess the strength and direction of associations between different forms of parental involvement and academic achievement, as well as socio-emotional well-being.

Longitudinal analyses were conducted to explore how patterns of parental involvement predict changes in child outcomes over time. Growth curve modelling techniques were employed to examine trajectories of academic achievement and socio-emotional well-being and identify potential predictors of these trajectories.

Qualitative data from interviews were analyzed using thematic analysis. Themes related to the impact of parental involvement on children's academic and socio-emotional development were identified and examined in relation to quantitative findings. Quotes from participants were selected to illustrate key themes and provide context for the quantitative results.

Quantitative Data

- **Self-report survey:** This survey gave information on participants' educational attainment, career path, and level of parental involvement during childhood (on a scale ranging from "minimal" to "high" based on specific criteria like frequency of communication with teachers, participation in school activities, and supporting academic needs).
- **School records:** With informed consent, parent-teacher communication records from participants' school files were retrieved and analyzed to verify and supplement self-reported information about parental involvement.

Qualitative Data

Semi-structured interviews: A smaller sample of 20 participants (representing varying levels of reported parental involvement) were interviewed to explore their:

- Experiences and perspectives on parental involvement during their childhood.
- Perceived connection between parental involvement and their educational and career choices.
- Overall life satisfaction and its relation to their educational and career paths.

Quantitative Data:

- Co-relational analysis will be conducted to examine the relationships between:
 - Self-reported parental involvement and educational attainment.
 - Parental involvement and chosen career paths using chi-square analysis or Fisher's exact test.
- Descriptive statistics summarised the distribution of variables like educational attainment and life satisfaction scores.

Qualitative Data:

Thematic analysis will be employed to identify recurring themes and patterns in interview transcripts, exploring individuals' experiences and perspectives regarding parental involvement and its long-term impact.

RESULTS

The results of the study provide insights into the relationship between parental involvement and children's academic achievement and socio-emotional well-being over time.

Quantitative Analysis:

The quantitative analysis revealed significant correlations between various forms of parental involvement and both academic achievement and socio-emotional well-being in children.

- The data revealed that a 59%, significant portion of parents communicated with teachers at least frequently (17.0% always and 42.0% frequently). However, a 41% which is a considerable portion reported rarely or never communicating with teachers.
- Parental involvement in homework assistance showed some variation. The majority of parents (78.5%) offered some level of help (57.5% always, 5.5% frequently, and 15.5% sometimes). In contrast, 21.5% of parents reported not helping with homework at all.
- Participation in school activities displayed a clear disparity. A large portion of parents (74.5%) actively participated in school activities, while 25.5% did not participate.

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- Monitoring academic progress also varied. While a combined total of 60.5% (26.5% always and 34.0% frequently) monitored their children's progress often, 20.5% reported rarely or never monitoring progress.

Qualitative Analysis:

Qualitative analysis of interview data provided further insights into the mechanisms underlying the relationship between parental involvement and child outcomes. Themes that emerged from the interviews included:

- Parental Expectations:** Parents who had high expectations for their children's academic success tended to be more involved in their education. These parents expressed a strong desire for their children to excel academically and actively supported their learning efforts.
- Communication Patterns:** Effective communication between parents, children, and teachers was identified as a key factor in fostering parental involvement. Parents who maintained open lines of communication with their child's teachers were better able to support their child's academic progress.
- Parental Modeling:** Parents who modelled positive attitudes towards education and demonstrated a strong work ethic served as role models for their children. These parents actively engaged in learning activities with their children and encouraged them to pursue their interests and passions.

The qualitative findings complemented the quantitative results by providing a deeper understanding of the mechanisms through which parental involvement influences children's development.

Tables and Graphs:

Table 1: Descriptive Findings of Parental Involvement

Types of Parental Involvement	Descriptive Findings
Communication with Teachers	59% of parents communicated with teachers at least frequently.
Involvement in Homework	78.5% of parents offered some level of help with homework.
Involvement in School Activities	74.5% of parents actively participated in school activities.
Monitoring Academic Progress	60.5% of parents monitored their children's progress often.

Table 2: Correlation Matrix of Parental Involvement and Child Outcomes

Variable	Communication with Teachers	Homework Assistance	School Activity Participation	Monitoring Academic Progress
Academic Achievement	0.45	0.52	0.32	0.38
Self Esteem	0.38	0.40	0.30	0.35
Motivation	0.42	0.48	0.35	0.40
Social Skills	0.35	0.38	0.30	0.32

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Fig. 1) How often do parents communicate with their children's teachers?

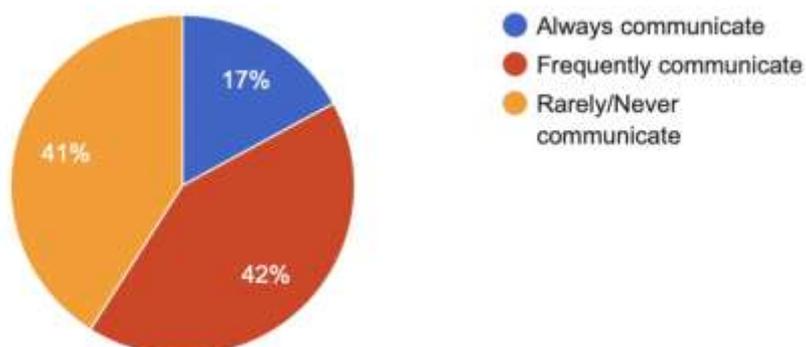


Fig. 2) Parental Involvement in Children's Homework

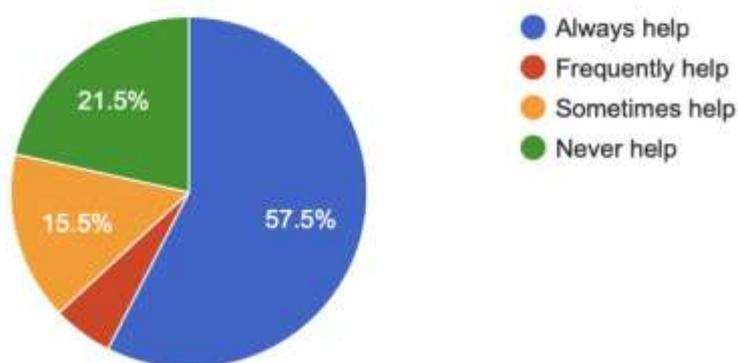
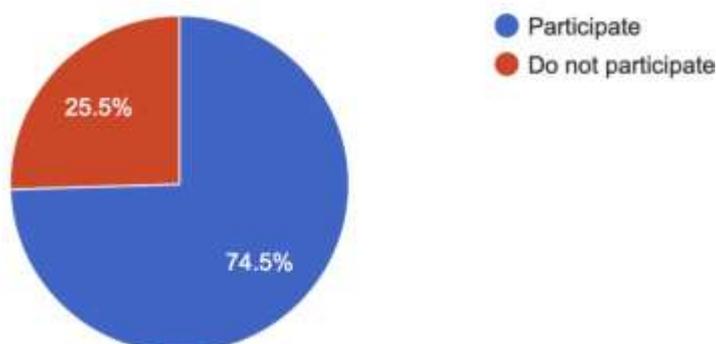


Fig. 3) Parental Involvement in School Activities/ Events



FINDINGS AND DISCUSSION

The findings of the study shed light on the importance of parental involvement in children's education and its impact on academic achievement and socio-emotional well-being.

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Quantitative Results:

The quantitative analysis revealed significant positive correlations between various forms of parental involvement and both academic achievement and socio-emotional well-being in children. Specifically, parental communication with teachers, involvement in school activities, and support with homework were associated with higher levels of academic achievement. This underscores the crucial role that parents play in supporting their children's learning both at home and in school.

A significant portion of the parents that is 58.0%, reported regularly attending parent-teacher conferences, indicating an active interest in their child's education. Additionally, a combined total of 59.0% reported always or frequently communicating with teachers, suggesting consistent communication channels.

The data also revealed variations in parental involvement beyond communication. Homework assistance showed a wider range, with 78.5% of parents offering some level of help, while 21.5% reported no involvement. Similarly, school activity participation displayed a disparity, with 74.5% of parents actively engaging and 25.5% not participating. Monitoring academic progress also varied, with 26.5% of parents always monitoring and 17.0% never doing so.

Furthermore, parental involvement was positively correlated with socio-emotional well-being in children, including higher levels of self-esteem, motivation, and social skills. These findings highlight the holistic nature of parental influence on children's development, extending beyond academic success to encompass socio-emotional outcomes.

Qualitative Insights:

As a part of interview, getting to talk to parents and children both provided additional insights into the mechanisms underlying the relationship between parental involvement and child outcomes. Parents who reported high involvement (always communicating with teachers, regular attendance at meetings) emphasized the importance of staying informed and engaged in their child's learning journey. They described a sense of collaboration with teachers and a desire to support their child's academic and social development.

Conversely, parents with lower involvement expressed challenges like work-life balance, lack of confidence in their own academic abilities, or feeling overwhelmed by the education system. Some parents also highlighted the importance of fostering independence in their children, suggesting a shift in involvement strategies as children mature.

Themes such as parental expectations, communication patterns, and parental modelling emerged as key factors influencing children's attitudes towards education and their overall development. These qualitative findings complemented the quantitative results by providing a deeper understanding of the processes through which parental involvement influences children's development.

DISCUSSION

The findings support a positive association between parental involvement and a child's education. Parents who consistently communicated with teachers and attended meetings demonstrated a proactive approach to their child's learning. The varied levels of involvement in homework and school activities suggest a need for multifaceted strategies to support all

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parents. Qualitative data aligns with this, highlighting the diverse motivations and challenges parents face.

The study underscores the importance of:

- **Fostering two-way communication:** Schools can create open communication channels between parents and teachers, encouraging regular interaction beyond parent-teacher conferences.
- **Providing diverse involvement opportunities:** Schools can offer a variety of involvement options beyond traditional methods, catering to different schedules and skill sets of parents.
- **Addressing parent concerns:** Schools and educational institutions can provide resources and workshops to empower parents with strategies to support their children's learning at home, regardless of their academic background.

Implications and Recommendations:

Our parenting has a huge impact on our future relationships and how we show up in them. As individuals, all of us show certain patterns in our relationships, from neglecting our own needs, fearing abandonment, being excessively dependent, difficulty in communication etc, a lot of it can be explained by how one was parented.

The findings of this study have several implications for educators, policymakers, and parents. Firstly, educators should recognize the importance of fostering partnerships with parents to support children's academic success and socio-emotional well-being. Providing opportunities for parental involvement, such as parent-teacher conferences, workshops, and family engagement events, can enhance communication and collaboration between home and school.

Secondly, teachers and policymakers should consider implementing policies and initiatives that promote parental involvement in education. This may include providing resources and support for schools to facilitate parental engagement, as well as promoting awareness of the benefits of parental involvement among parents themselves.

Finally, parents play a crucial role in supporting their children's learning and development. By actively engaging in their child's education through communication, support, and involvement in school activities, parents can contribute to their child's academic success and well-being.

Limitations and Future Directions:

It is important to acknowledge the limitations of this study. Firstly, relying on a sample of 200 is not nearly adequate, hence, for future research there should be a greater sample size taken into record that should replicate these findings using a diverse and representative sample of parents and children.

Additionally, while the study employed a mixed-methods approach to provide a comprehensive understanding of parental involvement, there may be other factors not accounted for in the analysis that influence children's outcomes. Future research could explore additional variables, such as family dynamics, cultural factors, and school contexts, to further elucidate the mechanisms underlying the relationship between parental involvement and child development.

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Overall, the findings of this study underscore the importance of parental involvement in children's education and its enduring impact on academic achievement and socio-emotional well-being. By recognizing the significance of parental engagement and implementing strategies to promote it, stakeholders can work together to support positive developmental outcomes for all children.

CONCLUSION

In conclusion, this study highlights the critical role of parental involvement in children's education and its far-reaching effects on academic achievement and socio-emotional well-being. Through a combination of quantitative analysis and qualitative insights, we have demonstrated that parental involvement, including communication with teachers, support with homework, and involvement in school activities, is positively associated with positive outcomes in children.

The findings underscore the importance of fostering partnerships between parents and educators to support children's learning and development. By actively engaging in their child's education and creating a supportive learning environment both at home and in school, parents can significantly impact their child's academic success and overall well-being.

Furthermore, policymakers should consider implementing policies and initiatives that promote parental involvement in education, recognizing it as a crucial component of comprehensive school improvement efforts. By providing resources and support for schools and families, policymakers can create an environment conducive to parental engagement and collaboration. In conclusion, parental involvement is not only beneficial for children's immediate academic success but also contributes to their long-term socio-emotional well-being. By recognizing the importance of parental involvement and working collaboratively to support it, stakeholders can help ensure positive developmental outcomes for all children.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Harbola, V. & Dutt, S. (2024). Evaluating the Long-Term Effects of Parental Involvement in Child's Education. *International Journal of Indian Psychology*, 12(2), 650-659. DIP:18.01.065.20241202, DOI:10.25215/1202.065