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ANALYSIS OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE AND PARENTAL INVOLVEMENT IN CHILDREN EDUCATION AT HOME

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Abstract. *Introduction.* Parental involvement in children's education means engagement and participation of parents in the educational activities of their children. The existing body of empirical research shows that parental involvement can influence academic performance of their children in two distinct ways, i.e. parental involvement in children education at home (helping children in homework and other academic discussions, etc.) and parental involvement in children education at school (participation in school function and meetings, etc.). Active involvement of parents in children's education may even counterbalance the unfavourable effects of low socioeconomic status and underprivileged neighborhood. The overall effect of parental

involvement in child education both at home and at school is a worthy source of improving the academic performance of children through securing higher grades at school.

Aim. This research *aimed* to examine the effects of parental involvement in children education at home on academic performance of secondary schools students and to identify the difference of the effects of parental involvement on students of different gender, parent literacy status and parent importance to children education.

Methodology and research methods. Cross sectional and a multistage stratified sampling technique was adopted to portray information from sample of 448 students on Likert scale. Chi square, Kendall's Tau-c tests and Logistic regression analyses were used to determine the level, direction and strength of association among variables.

Results. The results showed that the association of children academic performance was significant and positive when parents helped children with their homework ($P = 0.000$, $T^c = 0.231$), discussed school progress with children ($P = 0.002$, $T^c = 0.122$) and motivated children to work harder when they make a poor grade ($P = 0.015$, $T^c = 0.133$). Moreover, the results highlighted variation in the academic performance of children with respect to their gender, parental literacy status, parental importance to children education and parental involvement in children education at home. It was concluded that boys, children of literate parents, children whose parents give more importance to their education and their parents remain involved in their educational activities at home secured higher grades.

Scientific novelty. The present study is distinctive in that it examined variations in children's academic performance with respect to student gender, parental literacy status, and parental importance to their education in addition to focusing on the relationship between parental involvement in their children education at home and academic performance.

Practical significance. The analysis of the research outcomes leads to several interesting results and proposes helpful suggestions for important stakeholders. The main study recommendations that will enable parents to promptly meet the educational demands of their children in order to aid them in getting better grades include awareness-raising campaigns for parents, income creation chances for disadvantaged families, and adult literacy initiatives.

Keywords: Academic performance, parent literacy, parent involvement in education, parental importance to children education, student gender.

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АНАЛИЗ УСПЕВАЕМОСТИ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ И ВОВЛЕЧЕННОСТИ РОДИТЕЛЕЙ В ОБУЧЕНИЕ ДЕТЕЙ НА ДОМУ

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Аннотация. *Введение.* Вовлечение родителей в воспитание детей означает их участие в образовательной деятельности школьников. Существующие эмпирические исследования показывают, что вовлеченность родителей может влиять на успеваемость их детей двумя различными способами: участие родителей в воспитании детей дома (помощь в выполнении домашних заданий, обсуждении учебных дел и т. д.) и участие родителей в воспитании детей в школе (участие в школьных мероприятиях и собраниях и т. д.). Активное вовлечение родителей в воспитание детей может даже компенсировать неблагоприятные последствия низкого социально-экономического статуса и неблагополучных районов. Общий эффект участия родителей в воспитании детей как дома, так и в школе является достойным источником повышения успеваемости учеников путем обеспечения более высоких результатов в школе.

Цели исследования: 1) изучение влияния участия родителей в обучении детей на дому на успеваемость школьников; 2) выявление различий в следующих факторах влияния родителей: влияние на учащихся разного пола, уровень грамотности родителей, важность родителей для образования детей.

Методология и методы исследования. Перекрестный и многоступенчатый метод стратифицированной выборки был использован для отображения информации из выборки 448 студентов по шкале Лайкерта. Хи-квадрат Пирсона, тесты Тау-с Кендалла и анализ логистической регрессии использовались для определения уровня, направления и силы ассоциации между переменными.

Результаты. Результаты показали, что связь успеваемости детей была значительной и положительной, когда родители помогали детям в выполнении домашних заданий ($P = 0,000$, $T = 0,231$), обсуждали с детьми школьный прогресс ($P = 0,002$, $T = 0,122$) мотивировали детей больше работать, чем когда они получают плохую оценку ($P = 0,015$, $T = 0,133$). Кроме того, результаты показали различия в успеваемости детей в зависимости от их пола, уровня грамотности родителей, важности родителей для образования детей и участия родителей в воспитании детей дома. Был сделан вывод о том, что мальчики; дети грамотных родителей; дети, чьи родители придают большее значение образованию своих детей и чьи родители продолжают участвовать в их воспитательной деятельности в домашних условиях, получают более высокие оценки.

Научная новизна. Настоящее исследование отличается тем, что в нем рассматриваются различия в успеваемости детей в зависимости от пола учащихся, уровня грамотности родителей и важности родителей для их образования, а также рассматривается взаимосвязь между участием родителей в обучении их детей дома и успеваемостью.

Практическая значимость. Анализ результатов исследования приводит к ряду интересных результатов и предлагает полезные предложения для важных заинтересованных сторон. Основные рекомендации исследования, которые позволяют родителям оперативно удовлетворять потребности своих детей в образовании и помогут детям получать более высокие оценки, включают в себя информационно-просветительские кампании для родителей, возможности получения дохода для неблагополучных семей и инициативы по ликвидации неграмотности среди взрослых.

Ключевые слова: успеваемость, грамотность родителей, участие родителей в образовании, значение родителей для образования детей, пол учащихся.

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Introduction

Education is the process of imparting and gaining knowledge through teaching and learning. Both the formal and informal institutions such as family, school and neighborhood are the sources of learning for children. Aside by learning from formal institute like school children can learn from parent, family member, and home environment [1]. Growing body of knowledge had identified multiple determinants of children academic performance like students attitude towards learning, educational facilities at schools and teachers skills and

abilities [2], parenting style [3], family socio-economic standings [4], classroom learning environment, peer group, students motivation and encouragement, home environment and parental involvement in children education [5], and neighbourhood characteristics [6, 7], student gender [8].

Parents, the most important agent of early age socialisation, are responsible for taking care of child health and safety, prepare them for different life events, and transmit cultural values to children in order to make them productive members of the society [9]. Academic performance of children is linked with numerous factors such as home, school, neighborhood and motivational factors [10]. *There are strong evidences on the influence of parental involvement in children education on the academic achievements of children* [11, 12]. Generally the literature has showed two separate but related domains of parental involvement in children education [13]. Researchers had explored various aspects of parent involvement in children education at school and at home. The research studies concluded that at home parents involve in children education while, helping children in their homework, and discuss school progress and problems with their children [14–17]. The authors revealed that parents involve in their children education while performing different tasks such as help children in their homework, monitor children activities and provide educational materials to children like books, uniform, etc., and interact with school teachers about children school progress [18]. Parental involvement in children education has direct influence on their academic skills and competences, the authors reported that active parental involvement in children education improved children psychosocial skills, learning motivation and school engagement that are associated with higher educational outcomes [19, 20]. According to Isaiah, parental involvement in children education has two major benefits: on one side, parent's involvement helps parents to know about their children school progress and concerns, and, on the other side, parental involvement enhances children motivations towards learning and hence they perform better in school [21]. Previous studies have concluded that parental home-based involvement in children education is positively linked with children academic achievement and school behaviour [22, 23].

Previous research studies highlight the association of parental involvement in children education at home with the academic performance of children. However, there is very limited literature available over the influence of student gender, parent literacy status and parental importance to children education on the association between parental involvement in children education at home and children academic performance specifically in the study area. In this study, an attempt was made to examine the association of parental involvement in children education at home and children academic performance with respect to role of students' gender, parental literacy status and parental importance to children

education. Moreover, one another aspect overlooked by most researches on the issue is that proxy information collected from parents, elders and teachers are portrayed to get an understanding of children's feeling towards parent home based involvement in their education. Also, this study is based on responses collected directly from the children in Pakistan and represents their views, attitudes and feelings. This research study is an attempt to answer the following questions:

- Whether academic performance of children is having an association with parental involvement in children education at home?
- Whether there is variation in academic performance of children with parental involvement in children education at home on the basis of their gender?
- Whether there is variation in academic performance of children with parental involvement in children education at home on the basis of their parent literacy status?
- Whether there is variation in academic performance of children with parental involvement in children education at home on the basis of parent gave importance to children education?

Literature Review

The literature on parental involvement in children's education at home and school provide sufficient evidence of the role that parents play through involvement in the education of their children [24, 25]. Active involvement of parents in children's education may even counterbalance the unfavourable effects of low socioeconomic status and underprivileged neighbourhood. The overall effect of parental involvement in child education both at home and at school is a worthy source of improving the academic performance of children through securing higher grades at school. Researchers assume that parental involvement in children's education has multiple positive links to positive academic behaviour in children [26]. It improves literacy and language skills of children [27, 28], time management [29], and regularity [30], along with reduced discipline problems at school [31], that ultimately leads to the achievement of higher academic grades [32, 33].

The Meta-analysis of Orozco found that parental involvement in children's education has a twofold effect; initially, it makes children feel valued as their parents pay attention to them. Secondly, parents' belief system about child education is directly felt by children due to such interactions [34]. These experiences of children motivate them for better educational endeavors and positive academic behaviour [35, 36], especially at the school level [37].

Other studies comparing parental involvement in children's education and socioeconomic statuses (parental education and income) showed the important

influence of socioeconomic status in modifying the academic achievements of children in the context of parental involvement in children education [38, 39]. Families at the bottom rung of socioeconomic statuses (illiterate and poor parents) struggled to get involved in their children's education resulting in low academic achievements in their children against the wishes of their parents. Involvement of low socioeconomic status parents in their children's education, even when they wished to do so, was inconsistent, sporadic and stressful than those from high socioeconomic backgrounds. The illiteracy constrained direct academic help from parents to children, while, poverty obstructed the hiring of alternatives for the provision of such help [40]. In some rare cases, the poor but literate parents were able to break the barriers of poverty in helping their children to secure better academic grades [41, 42].

The complex combination of parental involvement in children's education and their socioeconomic status in relation to the academic performance of children is, therefore, to be tested in this study.

Research Methods

Study Design, Sampling and Sample Size

The research study design was "Cross Sectional" on the basis of its time horizon. The study was carried out in District Malakand of Khyber Pakhtunkhwa province (Pakistan). The District comprises of two Tehsils and 28 Union Councils (UCs). For selecting a representative sample, a multistage stratified random sampling technique was adopted. District Malakand and its two Tehsils were purposively selected. The 28 union councils of the district included 5 urban and 23 rural union councils with a ratio of 1:5. Using this logic two urban and ten rural union councils were randomly selected. Out of each selected UC one government boy's school, one government girl's school and one private school were randomly selected to portray information as per office record total number of students in 9th and 10th class in the selected 36 schools is 7952 students out of which 6701 students are from government schools and 1251 from private schools; moreover, 3959 among these students are girls and 3993 are boys. Total number of sample size for total 7952 students was worked out using equation I [43]. The required sample size came out to be 448, which was proportionally allocated to each school according to number of secondary level students (class 9 and 10) and then students were randomly selected by using sample random sampling technique to gather information using Bowley formula given in equation II [44], details of required sample size are given in Table 1.

$$n = \frac{NpqZ^2}{p\hat{q}Z^2 + Ne^2 - e^2} \dots\dots\dots\text{equation I}$$

$$n_h = (N_h / N) * n \dots\dots\dots\text{equation II}$$

Table 1
School type, location, students enrolment and required sample size

School type	Location of a wise number of selected schools		Enrolment		Total number of students	Sample size
	Urban	Rural	9th class	10th class		
Government boys	2	10	1805	1435	3240	183
Government girls	2	10	1799	1662	3461	195
Private	2	10	693	558	1251	70
Sub total	6	30	4297	3655	7952	448

Conceptual Framework

Conceptual framework consists of four independent variables namely (parental involvement in children education at home respondent gender, parental literacy status and parental gave importance to children education) and one dependent variable – children academic performance as given in Table 2.

Table 2
Conceptual framework

Independent variables	Dependent variable
Student gender	
Parent literacy status	Children academic performance
Parent give importance to children education	
Parental involvement in children education at home	

Measurement of Variables

For measuring parental involvement in children education at home, King-ley scale guided the assessment of students [45]. The variable of parental home based involvement consists of 5 items. Positive response on 3 or more items on parental home based involvement was considered as a parent involved in children education at home. Attributes for measurement of respondents' an-

swers over independent variable, i.e. parental home based involvement are yes and no. For measurement of student’s academic performance, percent marks of the students in the last exam are considered. Attributes for measurement of respondents response over dependent variable, i.e. academic performance are A-1 grade, 1st division, 2nd division and 3rd division and below. For measuring respondents’ gender, two levels were used, i.e. male and female; literacy status of parents of the respondents was measured at two levels, i.e. literate and illiterate; parental importance to respondents’ education was measured at two levels, i.e. more importance and less importance.

Indexation

In social sciences, indexation is used for assessment of the respondent’s attitude about the study variables. For indexation purpose, the minimum statements in a variable must be two or more than two. Thus, index construction is combining two or more items in a variable [46]. For measuring the association between the independent and dependent variable at the bivariate level, the dependent variable was cross tabulated with independent variable. Moreover, at a multivariate level, the independent variable showing Cronbach’s alpha coefficient value of more than 0.7, was indexed and cross tabulated with dependent variable to find out that variations in children academic performance are caused exclusively by parental home based involvement in children education or affected by control variables too.

Data Analysis

The collected data was coded and entered in SPSS, data was analysed at two levels that are bi-variate and multi-variate analysis. Bi-variate and multi-variate analysis Chi-square Test, and tau-c were applied; equation III was used for Chi-square and equation IV for tau-c. At bi-variate analysis association between parental home based involvement in children education and children academic performance was measured. At multi-variate level analysis respondents’ gender, parent literacy status and parental importance to children education were kept as control variables to find the association between parental homes based involvement and children academic performance.

$$\chi^2 = \sum_i \frac{(O_i - E_i)^2}{E_i} \dots\dots\dots\text{equation III}$$

$$T^c = \frac{2(n_c - n_d)}{n^2 \frac{(n-1)}{m}} \dots\dots\dots\text{equation IV}$$

Results

Association between parental involvement in children education at home and academic performance of children

Results in Table 3 showed that students' academic performance was found significant ($P = 0.000$) and positive ($T^c = 0.231$) with parents help in homework, significant ($P = 0.000$) and positive ($T^c = 0.226$) with parents made it sure that their children have completed their homework and with parents discuss school progress with their children ($P = 0.002$) and positive ($T^c = 0.122$). Moreover, the parental motivation was found significant ($P = 0.015$) and positive ($T^c = 0.133$) with students' academic performance. Likewise, the results of granting privileges to students on better performance showed significant and positive ($P = 0.008$, $T^c = 0.022$) association with students' academic performance. Furthermore, the association of children academic performance was significant ($P = 0.001$) and positive ($T^c = 0.127$) with the arrangement of tuitions and private class for students by parents and the results of parents discussion about child-school progress with teacher was found significant ($P = 0.008$) and positive ($T^c = 0.092$) with students' academic performance.

Table 3

Association between parental involvement in children education at home and academic performance of children

Parent involvement in children education	Attitude	Children academic performance					Total	Statistics
		A-1 Grade	1st division	2nd division	3rd division and below	Total		
When a child (you) needs help in homework, parents help	Yes	23 (65.7)	197 (75.8)	43 (66.2)	34 (38.6)	297 (66.3)	$\chi^2 = 40.578(0.000)$ $T^c = 0.231$	
	No	12 (34.3)	63 (24.2)	22 (33.8)	54 (61.4)	151 (33.7)		
Parents make sure that a child (you) completes homework	Yes	28 (80.0)	161 (61.9)	39 (60.0)	31 (35.2)	259 (57.8)	$\chi^2 = 27.398(0.000)$ $T^c = 0.226$	
	No	7 (20.0)	99 (38.1)	26 (40.0)	57 (64.8)	189 (42.2)		
Parents discuss school progress with a child (you)	Yes	19 (54.3)	104 (40.0)	12 (18.5)	32 (36.4)	167(37.3)	$\chi^2 = 15.028(0.002)$ $T^c = 0.122$	
	No	16 (45.7)	156 (60.0)	53 (81.5)	56 (63.6)	281 (62.7)		
Parents motivate a child (you) to try harder when he/she makes a poor grade	Yes	19 (54.3)	155 (59.6)	28 (43.1)	38 (43.2)	240 (53.6)	$\chi^2 = 10.523(0.015)$ $T^c = 0.133$	
	No	16 (45.7)	105 (40.4)	37 (56.9)	50 (56.8)	208 (46.4)		
Parents grant to a child certain privileges whenever the child (you) makes a good grade	Yes	22 (62.9)	213 (81.9)	54 (83.1)	61 (69.3)	350 (78.1)	$\chi^2 = 11.895(0.008)$ $T^c = 0.022$	
	No	13 (37.1)	47 (18.1)	11 (16.9)	27 (30.7)	98 (21.9)		
Parents have arranged for tuitions/private classes for a child (you)	Yes	26 (74.3)	134 (51.5)	40 (61.5)	33 (37.5)	233 (52.0)	$\chi^2 = 16.769(0.001)$ $T^c = 0.127$	
	No	9 (25.7)	126 (48.5)	25 (38.5)	55 (62.5)	215 (48.0)		

Parents discuss child's (your) school progress with (my) teachers	Yes	23 (65.7)	169 (65.0)	47 (72.3)	42 (47.7)	281 (62.7)	$\chi^2 = 11.728(0.008)$ $T^c = 0.092$
	No	12 (34.3)	91 (35.0)	18 (27.7)	46 (52.3)	167 (37.3)	

Association between parental involvement in children education at home and children academic performance (controlling gender of the respondents)

Results in Table 4 unveil that for all those male students who secured A-1 grade, parents of 66.7% were involved in their education at home, compared to 47.1% of those securing 1st division, 46.2% of those securing 2nd division and 15.1% of those securing 3rd division and below. Likewise, for all those female students who secured A-1 grade, parents of 43.5% were involved in their education at home, compared to 65.5% of those securing 1st division, 73.1% of those securing 2nd division and 22.9% of those securing 3rd division and below. The influence of parental involvement in children education at home on academic performance of children in the context of respondents gender showed positive ($T^c = 0.272$) and highly significant association ($P = 0.000$) in above mentioned variables for males. The association of the above said variables was also positive ($T^c = 0.124$) and highly significant ($P = 0.000$) for female respondents. Value of level of significance and T^c for entire table show highly significant ($P = 0.000$) and positive ($T^c = 0.229$) association between parent involvement in their education at home and academic performance for both genders.

Table 4

Association between parental involvement in children education at home and children academic performance (controlling gender of the respondents)

Gender	Parental involvement in children education at home	A-1 grade	1 st division	2 nd division	3 rd division and below	Total	Statistics X2 (P-Value) T^c	Level of significance for entire table
Male	Involved	8 (66.7)	57 (47.1)	18 (46.2)	8 (15.1)	91 (40.4)	$\chi^2 = 20.324$ (0.000) $T^c = 0.272$	$\chi^2 = 41.693$ (0.000) $T^c = 0.229$
	Not-involved	4 (33.3)	64 (52.9)	21 (53.8)	45 (84.9)	134 (59.6)		
	Total	12 (100)	121 (100)	39 (100)	53 (100)	225 (100)		
Female	Involved	10 (43.5)	91 (65.5)	19 (73.1)	8 (22.9)	128 (57.4)	$\chi^2 = 25.215$ (0.000) $T^c = 0.124$	
	Not-involved	13 (56.5)	48 (34.5)	7 (26.9)	27 (77.1)	95 (42.6)		
	Total	23 (100)	139 (100)	26 (100)	35 (100)	223 (100)		

Association between parental involvement in children education at home and children academic performance (controlling parent literacy status of the respondents)

Results in Table 5 demonstrate that for all those students whose parents were literate and involved in their education at home, 54.5% secured A-1 grade,

compared to 46.9% of those securing 1st division, 48% of those securing 2nd division and 13.6% of those securing 3rd division and below. Similarly, for all those students whose parents were illiterate and involved in their education at home, 50% secured A-1 grade, compared to 61.5% of those securing 1st division, 62.5% of those securing 2nd division and 27.6% of those securing 3rd division and below. The influence of parent involvement in their education at home on the academic performance of children in the context of literate parent showed positive ($T^c = 0.314$) and highly significant association ($P = 0.000$). Similarly, the association of the above said variables was also positive ($T^c = 0.088$) and significant ($P = 0.005$) for illiterate parents. Value of level of significance and T^c for entire table show a highly significant and positive association ($P = 0.000$ & $T^c = 0.229$) between parental involvement in child education at home and academic performance for both literate and illiterate parents.

Table 5

Association between parental involvement in children education at home and children academic performance (controlling parent literacy status of the respondents)

Parent give importance to children education	Parental involvement in children education at home	A-1 grade	1 st division	2 nd division	3 rd division and below	Total	Statistics	Level of significance for entire table
							X ² (P-Value) T^c	
More importance	Involved	5 (71.4)	21 (63.6)	21 (53.8)	8 (15.7)	55 (42.3)	$\chi^2=25.518$ (0.000) $T^c = 0.463$	$\chi^2 = 41.693$ (0.000) $T^c = 0.229$
	Not-involved	2 (28.6)	12 (36.4)	18 (46.2)	43 (84.3)	75 (57.7)		
	Total	7 (100)	33 (100)	39 (100)	51 (100)	130 (100)		
Less importance	Involved	13 (46.4)	127 (55.9)	16 (61.5)	8 (21.6)	164 (51.6)	$\chi^2 = 16.360$ (0.001) $T^c = 0.098$	
	Not-involved	15 (53.6)	100 (44.1)	10 (38.5)	29 (78.4)	154 (48.4)		
	Total	28 (100)	227 (100)	26 (100)	37 (100)	318 (100)		

Association between parental involvement in children education at school and children academic performance (controlling parents' giving importance to children education)

Results in Table 6 show that for all those students whose parents are involved in their children education at home and gives more importance to their children education, 71.4% secured A-1 grade, compared to 63.6% of those securing 1st division, 53.8% of those securing 2nd division and 15.7% of those securing 3rd division and below. Similarly, for all those students whose parents gives less importance to their children education but are involved in

their children education at home, 46.4% secured A-1 grade, compared to 55.9% of those securing 1st division, 61.5% of those securing 2nd division and 21.6% of those securing 3rd division and below. The influence of parental involvement in children education at home on academic performance of children in context of parents giving more importance to their children education showed positive ($T^c = 0.463$) and highly significant association ($P = 0.000$). Similarly, the association of the above said variables was positive ($T^c = 0.098$) and significant ($P = 0.001$) for parent giving less importance to children education. Value of level of significance and T^c for entire table show a highly significant and positive association ($P = 0.000$ & $T^c = 0.229$) between parental involvement in children education at home and academic performance with respect to parent giving importance to children education or not.

Table 6

Association between parental involvement in children education at school and children academic performance (controlling parents' giving importance to children education)

Parent educational status	Parental involvement in children education at home	A-1 grade	1 st division	2 nd division	3 rd division and below	Total	Statistics X ² (P-Value) T ^c	Level of significance for entire table
Literate	Involved	6 (54.5)	38 (46.9)	12 (48)	8 (13.6)	64 (36.4)	$\chi^2 = 20.189$	$\chi^2 = 41.693$ (0.000) $T^c = 0.229$
	Not-involved	5 (45.5)	43 (53.1)	13 (52)	51 (86.4)	112 (63.6)	(0.000)	
	Total	11 (100)	81 (100)	25 (100)	59 (100)	176 (100)	$T^c = 0.314$	
Illiterate	Involved	12 (50)	110 (61.5)	25 (62.5)	8 (27.6)	155 (57)	$\chi^2 = 12.657$	
	Not-involved	12 (50)	69 (38.5)	15 (37.5)	21 (72.4)	117 (43)	(0.005)	
	Total	24 (100)	179 (100)	40 (100)	29 (100)	272 (100)	$T^c = 0.088$	

Discussion

Family is the most important institution of the society where the parents play the role as the prime agents of socialisation to transmit cultural norms and values to the next generations. With the advent of modern education system, child socialisation role is shouldered by education institution along with child's parents. In this changing scenario, the parent's role has expanded, requiring them to be involved in their children's education at home by helping with their homework in addition to enrolling them in school. The extent of involvement of parents in child education varies greatly as some of the parents are extremely careful about the important aspect of child socialisation, while others are totally ignored about it. Moreover, there is further variation in parental involvement in child education at home. The current research study aimed to assess students'

responses over the involvement of their parents in their education at home, to investigate the association of children academic performance with parent home based involvement in children education and to assess the effects of the students and parental attributes on the association between fore mentioned variables.

It is the general perception among the parents that by admitting children in a school and providing notebooks and other essentials to them they have accomplished the child education related responsibilities. Child education achievements are not limited to the child's individual educational efforts; rather, parents have their own contribution an ensuring better education of their children. Parents help may range from physical and psychological interventions to support their children both at home and at school, failing to which may lead to the development of a sense of deprivation and low motivation in children and overall poor academic performance. Recent research on the issue, validate that child educational needs from parents extend beyond the provisions of basic education requirements only, parents are required to get involved in child education at school and at home to enhance their academic performance and reduce absenteeism. Children whose parents assured that their children have completed their homework secured higher grades as reflected from the study findings. Child education is given high value in the study area with various degrees of parental involvement in child education at home and at school. One such parental contribution in this regard is that the parents check that the children have completed their homework. In addition, the parents helped their children in completing their homework; involvement of parents in child education is needed for several purposes, the parent-child educational interaction helps parents to understand educational weaknesses of their children. They are in a position to give more time to child education, help them to concentrate their work and overcome the difficulties in understanding the conceptual difficulties of the subject matter. The children, as a result, develop intimate relations with their parents, express their educational problems and improve their learning outcomes. Regular checking of homework at home also makes the child conscious of their work being observed by the parents. In this way, helping children in their homework not only discipline children but also make them more expressive and bring them more close to their parents. Exercising homework in presence of a trained adult (parent) polishes their academic skills and results in achievement of higher academic grade.

The previous studies depicted that the parents are required to help their children in homework, keep an eye on their homework being completed, prepare children for school, provide learning resources and discuss their school progress with them [47]. There, however, as a debate that excessive check on child education at home can have negative consequences on child education

performance, therefore, parents need to keep a balance of discipline and provision to keep the motivation of child alive towards their education [48]. The parents, therefore, need to establish a democratic environment with their children to discuss with them about the courses, problems, and successes at school [49, 50]. These discussions and encouragements provide motivational forces to the children that keep education desire alive among the children and improve their learning capabilities [51]. It was found that child experiences in terms of a supportive home environment with respect to their educational requirements, parental encouragement for their participation in family decisions and discussing school matters with children help them in higher academic achievements [52]. In this context, praising child performance is another source of motivation that awakens higher learning instincts in the children to perform better academic performance [53, 54]. Davies pointed another important aspect of indirect support to children by their parents in their educational endeavours: some of the children are weak in the subject, therefore, they need extra coaching and timely response by parents in terms of providing access to tuition is of help in better educational achievements [55]. Steinberg described parental involvement in child homework as a major tool for ensuring positive academic achievements in children [56]. Zellman and Waterman pointed that it is not only the academic performance of the child that is improved through parental involvement in child homework but it is also a mechanism to overcome the problem of absenteeism among children [57]. Todd and Higgins in their research study found that low academic grades among children also compelled the parents to take note of problems faced by children at school by asking children about their school related problems and progress [58]. Wang and Fredricks found a positive link between parents' value to education and children academic outcomes. The authors reported that all those parents that value education encouraged, motivated and facilitated their children for hard-work that led to high academic achievements among the children. Conversely, those parents who neglected this important motivational basis of child education by paying little or no value to their child's education; their children suffered from low academic achievements [59]. Stevenson and Baker described child-parent discussion on school progress as a triangulation method adopted by parents to keep a check on absenteeism, incomplete tasks and educational performance of their children [60].

Moreover, it was illustrated from the results that parents more involved in child education have developed the habit of discussing school progress with children. This discussion provides a unique opportunity to the parents to understand the overall school environment, problems faced by the children to school and available school opportunity to excel. Any academic or personal problem faced by children at school, when timely brought into the notice of the

parents, have better chances of being resolved through parental interference and guidance. Parents, in this way, helped to improve their child academic performance by understanding and to remove any cogent obstruction faced by their children at school. Moreover, the concept of motivation and reward are of immense importance as pushing children to securing higher grades. A student with poor grades is in the state of depression and needs moral support for a motivational boost. A balanced and positive motivational support, especially from parents, helped such children to reinforce their determination and courage for securing their goals. For the same reason, the children who were provided motivational support at the time of crises and rewards at the time of successes by their parents were far better in their academic performance as concluded from positive T^c (0.133 & 0.022) values and significant ($P = 0.015$ & $P = 0.008$) test result. The responsive parents get acquainted with the children academic progress by discussing it with their teacher, and make the academic plan for their children accordingly. Furthermore, most of the parents now feel it necessary to improve their children academic performance by arranging private classes and tuitions for them. These extra classes are of help to undergo extra session for practicing and understanding the subject matter in which the student is facing difficulties. Such an attitude also described seriousness on parts of parents regarding their education. The effect of parent's interest in child education at school is significant and positive as established from the positive T^c (0.089 & 0.127) values. Parental interaction with the teacher to update themselves about the educational progress of their children is important. Responsive parents give specific importance to this important aspect of child education and academic development. Such interaction is of help to understand a child educational problems and other associated variables that can effect a child's education in teacher perspective. Through parent-teacher interaction, parents visions are broadened to decide the better path for solving child educational problems and improving their academic performance as evident from positive T^c (0.092) and significant ($P = 0.008$) value. These findings are supported by McNeal, who described that moral support and positive rewards as the necessary requirement for lifting motivation level of children in their education at the time of crises, like low educational performance the children look at their parents for moral support [61]. A motivational push from parents at this stage helps the children rejoin their normal activities, especially at school [62]. Connell and Wellborn especially emphasised parental involvement in child education by providing them the motivational boost through rewards and encouragement for the better educational outcome [63]. Adelman and Taylor differentiated between intrinsic and extrinsic motivation with regard to children to excel in their academics. Under the extrinsic motivation, the children are motivated towards their

educational endeavours to earn a reward or avoid punishment [64]. Whereas, intrinsic motivation is an effort to achieve academic goals for child own sake and personal reward [65, 66]. Further, Cotton and Wikelund described the characteristics of the responsive parents with respect to their education by stating that such parents not only schedule the daily routine of their children but also monitor the implementation of the planned schedule. Discrepancies in child education are overcome by tailoring special education efforts in form of coaching classes and tuitions [67]. Beebe further noticed that private coaching classes and tuitions can improve the academic performance of children. However, there are links to excessive engaging of a child in education, as the author found that over doze of educational endeavours may negatively affect the academic performance of children and exclude them from sports and other recreational activities which are the basic requirements of child wellbeing [68]. It is generally the poor academic performance of the child that compelled parents to approach the teacher and inquired about reasons of the poor performance of their children [69–70]. It was reported that parent teacher communication is a significant contributor in understanding and overcoming child academic problems, especially at lower grades [71].

Furthermore, it was found that the influence of parental involvement in children education at home on the academic performance of children is explained by gender of respondents as evident from the difference in T^c values. Therefore, males were found to perform better in their education under parental involvement for their education at home than females. Sons are preferably treated in their education at home due to gender disparities. In a patriarchal society, like one in the study area, the male is the true assets for a family as they are to sustain the family in socio-economic and cultural terms. The female's role is more restricted to household activities; therefore, males are provided access to better educational facilities along with providing tuitions and coaching facilities at home helping them to excel in education. Several studies in developing countries highlighted the importance of home based parental involvement in children education having positive effects in securing better academic grades [72]. Moon and Hofferth further probed the issue and found boys as the major beneficiaries of parental involvement in children education at home than girls [73]. The authors stated the specific effects of this treatment to boys in terms of their high score in different subjects like math and other sciences. Conversely, Jung and Zhang reported positive effects of parental involvement in children education at home on academic performance of girls. However, its association in the context of boys was non-significant [74]. The results of Galindo and Sheldon totally contradict these findings as they found a negative association of the above mentioned variables for both boys and girls [75]. Toren specified

parental involvement in children education at home enhanced self-worth and better school grades, especially in girls than boys [76].

Moreover, variation in T^c values and chi square significance values predict a spurious relation among parental involvement in children education at home and children academic performance on the basis of parents literacy status. The results show that the literate parent effects their children education more positively than the illiterate parents because of their active involvement in their children education at home as shown by high positive T^c value. Educated parents find it easy to help their children in their education at home than the illiterate parents. These parents are found helping their children in reading, writing, solving mathematical problems and other group tasks provided by the school at home assignments. It is literally impossible for illiterate parents to guide and help their children in this regard. The alternate way adopted by these parents is to engage tutors for helping children in their education at home. As a result, the effect of parental involvement in children education at home on academic performance is slightly high in literate parents than illiterate parents. Pena also described that parents with low level of education cannot help their children with homework or group assignments due to educational limitation [77]. Yamamoto also confirmed that literate parents have an edge over illiterate parents in shaping children academic performance [78].

In addition, the study highlighted that the influence of parental involvement in children education at home on children academic performance was explained by parents giving importance to children education as explained by difference in Chi square and Tau-C values. Therefore, those children whose parents give importance to their children and are involved in their education at home are more likely to gain better grades than those whose parents do not give importance to their education. Education is the important prerequisite for successful social and economic life of the children; therefore, parents keep their children education on high priority and indulged themselves in their education at home through helping them in learning. However, those parents who do not pay sufficient heed to their children education and are casual in outlook towards their children education, help their children in attaining educational goals. As a result, the children, whose parents are least interested in their education, perform poorer in their educational efforts. Meador characterised education conscious parents by placing value on their children education and invest time on their learning to facilitate their success at school. Meador added that most of the children, whose parents are serious towards their education, perform well in their education [79]. Sanders and Sheldon added that these parents have high expectations from their children and they regularly discuss school performance and future plans with their children alongside monitoring their homework

[80]. Children, whose parents have high expectations from them, mold their personality and behaviour to meet the expectations of their parents and perform well at school [81, 82]. Fantuzzo et al. and McWayne et al. recommended that it is necessary to provide safe and stable home environment to stimulate better intellectual development as mere expectations and no facilitation from parents will not work in improving educational outcomes in children [83, 84].

Conclusion

Family and specifically parents are the basic agents of child learning and socialisation. The role of parents is one of the major contributing factors in overall child development including their education. It was highlighted by the study results that children performed better academically whose parents involved with their children in educational activities at home such as helped children in their homework, discussed school progress and problems with children, motivated children to try harder when they made a poor grade, praised children at the time of better performance, interacted with school teachers and arranged tuitions or private classes for children. Moreover, the findings highlighted that student gender, parent literacy status and parental importance to children education explained variation in children academic performance with parental involvement in children education at home. Therefore, boys, children of literate parents and whose parents give more importance to their education with parent involved in their education at home were more liable to score high grades.

Recommendations

Awareness rising programmes like seminars, walks, sessions, workshops at local community and also on media to make parents aware of the importance of their involvement in children education at home will lead to better academic performance in children. Moreover, supporting and helping parents from lower socio-economic background through income generations programmes that they may be able to timely fulfill educational needs of their children so as to help them in securing better grades. In addition, launching of adult literacy programmes for illiterate parents will enable them to help their children educational activities at home to support their children in better academic achievements.

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