



## EFFECT OF PARENTAL INVOLVEMENT IN ACADEMIC LIFE OF STUDENTS VULNERABLE IN STUDIES

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### Abstract

It has been seen in many researches that parental involvement has a great impact on the academic success of the student. But this level of impact can vary from student to student depending upon their parent's socio-economic background. And in order to understand more about it, it is important to know in detail that what kind of involvement matter to student themselves so as to determine what can be done in support of vulnerable students that belong from low socio-economic background. This study was done to find out the effect of parent's involvement in the student life of their children. This was especially carried out in the students of High School (10<sup>th</sup> std), while taking students of age group 14-16 years. This age group and standard was specifically chosen because this is the peak level after which the child has to make academic choices. A group of 25 (12 girls and 13 boys) such students were chosen who did not perform very well in their classes and are at a risk of not being able to complete their school education because of failing. In this study several findings were made about how the children expect more practical involvement of their parents in day-to-day tasks, and a clear indication from their parents that what exactly are their academic expectations from their children. While interviewing the students about their parent's involvement in their school life, five themes were generated according to the understanding of the student's responses: parent's social and psychological support, help in doing homework given in school, support in practical life, expectations and aspirations level of parents and student's feeling of thankfulness and obligations towards their parents. The findings of this study can be a great help in the field of family studies and education as it lays light on how the children poor in academics are affected by their parent's involvement that belong to low socio-economic group and lacks resources in comparison to others. Thus, further a solution can be found out regarding this problem.

**Keywords :** Parental, Involvement, Student, Academic, Success

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### Introduction

Family has been proved time and again as the supporting pillar of the student's success in academics and so as to excel in career. "Family background matters most, whereas there are few differences between the schools, independent of family background factors" (Coleman *et al.*, 1966). This has been criticized severely in some researches but in every subsequent research it has been evidently proven that parent's socio-economic background and the structure of family has clear impact on student's performance.

"Socioeconomic status, most commonly measured by parental education and income, is a powerful predictor of school achievement and dropout from upper secondary education" (Lamb, 2011). "In order to understand the mechanisms or underlying processes behind the relation between family characteristics and dropout risk, studies in the field have focused on parents' involvement in their children's education" (Rumberger *et al.*, 1995).

"Children and adolescents are more likely to perform well in school and graduate when their parents are involved

in their schooling" (Hill *et al.*, 2009). And so, in this study as well a positive relation was developed in the impact of family background and vulnerable performance of students.

### Purpose of the Study

Our goal was to find out how a sample of high school students who were considered vulnerable in Agra felt about their parents' engagement in their education and whether they thought that particular actions and practices from their parents helped them stay on course. In a number of respects, the study sample of students was a particularly vulnerable group.

Through a thorough examination of rich interview material, vulnerable kids from lower socioeconomic backgrounds were given a voice in this qualitative study. This article analyzes the students' personal narratives in an effort to broaden the body of knowledge. In the end, our goal is that the information gathered from this research will help to clarify how best to assist students from low-income backgrounds in finishing their coursework and succeeding in school.

## Method

### Study design

This study is a component of a longer-term longitudinal research effort being conducted in cities like the Agra district on the high school routes of disadvantaged youth. The project looks at the factors that help high school students who are at risk of academic failure succeed in their studies and how the students themselves define success in finishing their education. In the portion of the study that is presented in this paper, we concentrate on our qualitative examination of information obtained from semi-structured interviews with 25 high school students who were determined to be at risk of not finishing their education.

### Participants

In order to determine which high school kids were underachievers, we reached out to Model School, which has a rather low GPA. The average of all grades from the final year of lower secondary education is known as the GPA (10th grade). A subject must be passed with a minimum grade of two. Grades range from one to six, with one being the lowest and six being the highest. "According to a recent evaluation, students with a GPA lower than 3.5 are at particular risk of not completing School" (Norwegian White Paper, 2018).

"Grades at school are strongly correlated with parents' educational level" (Statistics Norway, 2020b). Thus,

choosing pupils mostly on the basis of their grade's entails choosing them largely on the basis of their socioeconomic status. As a result, the students in the sample are further distinguished by their increased susceptibility to family resources. The majority of the parents of the pupils were either jobless, receiving social assistance, or employed in physical or unskilled jobs like cleaning or taxi driving.

Twenty-five pupils from the school gave their permission to take part in the study (12 girls and 13 boys).

### Data analysis

"The data analysis methodology was based on reflexive thematic analysis using six-phase technique" (Braun *et al.*, 2019). The author became acquainted with the dataset in the first step by reviewing the transcripts of the interviews iteratively and taking note of significant quotes and linkages. The author created codes from the transcribed interviews in the second phase. For this reason, "chunks" of text were recovered from the dataset using an inductive approach. Then, using the software program SPSS as a tool, each text fragment containing information about parents or parental engagement was extracted and coded.

The author developed topics based on the chosen interview segments during the third stage of the analytical process. Comparable codes were compiled into themes that were thought to be relevant to the research issue of the study. (Table 1).

**Table 1 :** Examples of thematic analysis

“Meaning unit	Condensed term	Theme
<i>They help me with homework when there is something that I don't understand.</i>	Homework assistance	Supervision of schoolwork
<i>And then she [mother] also motivates me. She says I can do it, and I think that she believes in me.</i>	Parents motivating their children	Social psychological support
<i>My dad always tells me how important education is</i>	Parents expressing values about the importance of school and education	High expectations and aspirations" (Evi Schmid & Veerle Garrels, 2021)

In order to succinctly encapsulate the essence of each subject, the fourth phase involved defining the created themes with distinct theme names. High expectations and ambitions, practical help, supervision of schoolwork, social psychological support, obligations and appreciation to parents were the topics that were outlined. The themes in this article were documented, and links to the current knowledge base were established, during the fifth step of the process, which involved preparing the report.

### Result and Discussion

"It is evident that parents represent one of the most important influences on learning and success in school and can make a significant difference to their children's educational attainment and life chances" (Siraj *et al.*, 2014). However, research consistently indicates "a positive association between socioeconomic status and the degree of parental involvement in children's education" (Pinquart *et al.*, 2019)

In contrast to other types of home-based engagement, which might be challenging to provide for parents who encounter particular obstacles shaped by context and culture, *J. Sci. Innov. Nat. Earth*

providing social psychological assistance could potentially benefit all parents, irrespective of their financial means. Similarly, while many parents may find it difficult to help their children with their homework, checking in to see if homework is completed may be a form of support that all parents may offer. This also holds true for useful support strategies, which offer a fresh viewpoint on parental participation that is important for students who are more susceptible. While packing lunches, arranging transportation, or helping with wake-ups may seem like common parental duties, the study's participants notably mentioned how useful they found assistance in these areas to be. This kind of assistance might be quite important for teenagers who have trouble getting to school on time. Additionally, parents who participate in the day-to-day demands and difficulties of school life convey to their kids the importance they have on education.

All of the students in our study reported having strong parental expectations for their academic careers and cited these expectations as a major source of motivation. Nonetheless, a number of students expressed that they didn't feel under any pressure to select a specific career.

All things considered; our analysis helped us to clarify the types of parental participation that kids who classified as vulnerable encountered during their education. Furthermore, it was evident from the kids' narratives that they required clear expectations, practical support in their day-to-day school lives, and encouragement and motivation in relation to their schooling. This may support parents as empowered participants in their children's education, thereby contributing to students' success in school.

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