Relationship between Parental Involvement in Shaping Student Achievement and Development: A Holistic Perspective

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Abstract

The role of parental involvement in shaping student achievement and development is of great importance. Parents and other family members contribute significantly to a child's upbringing and provide the necessary support and guidance that shape their behavior, values, and academic performance. This paper takes a holistic perspective to explore how parental involvement can enhance student achievement in School and life. It examines parenting styles, such as authoritative, authoritarian, permissive, and neglectful, and their impact on child development. The study emphasizes the importance of a positive parent-child relationship characterized by love, affection, trust, and open communication. It highlights the benefits of parental involvement in fostering academic motivation, self-efficacy, and success in School.

Additionally, achievement motivation is discussed, emphasizing its role in driving individuals to excel and succeed. The study underscores the significance of parental care and encouragement in creating a supportive environment that promotes positive outcomes and academic success. It also presents the findings of a mixed-methods research study that examined the influence of parental care and encouragement on achievement motivation in class V students. The study utilized surveys, interviews, academic records, and performance evaluations to gather data and analyze the relationship between parental involvement and students' motivation. The results provide valuable insights for educators, policymakers, and parents, informing the development of targeted strategies and interventions to enhance student achievement and foster positive academic outcomes.

Keywords: Holistic Perspective, Family, Students, Motivation, Achievement

Introduction-

The family plays a vital role in shaping a child's future, as the foundations laid during childhood have a lasting impact on their lives. Parents and other family members provide affection, care, and important life lessons that shape the child's behavior and values. Research shows that the home environment significantly influences academic performance. Parental involvement, which can also come from older siblings, grandparents, or other influential adults, benefits parents, teachers, students, and the community. This paper explores how parental involvement can enhance student achievement in School and life.

Parents influence their children from childhood to adulthood, and their parenting style and focus significantly contribute to their personality development. The family is the most influential factor in shaping a child's personality. However, societal pressures often push children to mature quickly and outgrow their childhood needs. Parents must stay involved throughout the child's schooling years, as their relationships with their child and the environmental factors they provide significantly impact the child's development and ability to handle challenges.

A positive parent-child relationship is characterized by love, affection, trust, and open communication. Studies have shown that academically motivated and achieving children tend to have cordial relationships with their parents. Adolescence, a period of significant physical, emotional, and intellectual changes, requires support from both home and school environments. Involvement at home, including discussing school activities and helping children plan their academic journey, strongly impacts academic achievements. Parents who are actively involved in their children's education, creating experiences of educational success and providing verbal encouragement foster a sense of self-efficacy and enhance their children's motivation to succeed in School. The changing socio-cultural milieu of society has brought about significant changes in the lifestyle and values of parents in today's world.

1. Authoritative Parenting Style: Balancing Support and Discipline for Optimal Child Development

The authoritative parenting style, characterized by high responsiveness and demandingness, fosters excellent personality development and positive outcomes for children. Authoritative parents set clear boundaries while encouraging independence and reasoning. They administer fair discipline, value their child's opinions, and provide warmth and nurturing. They adjust their approach based on circumstances and exhibit flexibility. This parenting style promotes social efficiency, psychosocial development, academic success, and high motivation in children across different cultures and social strata.

2. Authoritarian Parenting Style: Strict Control and High Expectations

Authoritarian parents have low responsiveness and high demandingness. They maintain control, employ punishment, and strictly regulate their children's behavior. These parents expect complete obedience without questioning. While research indicates a positive correlation between authoritarian style and academic achievement, it is accompanied by stern discipline and potentially harsh punishments, including corporal punishment. This coercive style is arbitrary, domineering, and focused on status distinctions.

3. Permissive Parenting Style: Limited Rules and Reluctance to Enforce Boundaries

Permissive parents exhibit high responsiveness but low demandingness. They are friendly and avoid directly controlling their children. Setting few rules and limits often allows children to make their own decisions. These indulgent parents prioritize meeting their children's needs and avoid disappointing them. Studies have shown a negative relationship between permissive parenting and academic achievement. Children may struggle with behavioral issues, lack self-control, possess egocentric tendencies, and face difficulties in relationships and social interactions.

4. Neglectful Parenting Style: Low Responsiveness and Low Demandingness

Neglectful parents display low responsiveness and low demandingness, exhibiting indifference towards their children's needs and minimal involvement in their lives. They set few boundaries and standards, rarely considering their child's opinions. Neglectful parents may have mental health issues or a history of abuse or neglect. Children raised by neglectful parents often experience impulsivity, emotional regulation difficulties, delinquency, addiction, and mental health problems. Neglectful parenting negatively affects academic achievement.

Understanding the different parenting styles and their impact on child development can guide parents in creating a supportive and nurturing environment that promotes positive outcomes and academic success.

5. Parental care and encouragement are vital in a child's development. Parents are responsible for their child's well-being and progress, acting as their primary teachers and advocates. Successful parenting involves commitment, empathy, and positive regard for children. Parental involvement positively influences a child's motivation, competence, and belief in their ability to succeed in School. Reading to children, checking homework, communicating with teachers, and attending school functions are ways parents can be involved. This partnership between parents and teachers benefits students, parents, teachers, and the community. Parents should focus on raising well-behaved, willing-to-learn children and provide an encouraging home atmosphere

that exemplifies a commitment to learning. Parental involvement benefits everyone and contributes to student success and sustained family engagement in education.

6. Concept of Achievement Motivation

Achievement motivation refers to the psychological drive and desire to excel and attain success, which can be nurtured in individuals through a supportive environment. It involves the pursuit of goals, the degree of engagement in activities, and the persistence to overcome challenges. Motivation is crucial in cognitive processes such as planning, organization, decision-making, learning, and assessment. Internal and external factors often influence achievement motivation, including the perception of effort and ability, understanding of reward structures, balancing academic mastery and social competence, and selecting appropriate tasks. The concept of achievement motivation originated from Murray and McClelland, emphasizing the striving to overcome challenges, improve oneself, succeed, and accomplish more than others. It is considered a vital aspect of an individual's personality and involves a combination of psychological forces that initiate, direct, and sustain behavior toward successful goal attainment. Achievement motivation is characterized by the tendency to approach success and avoid failure, and it drives individuals to work diligently, strive for excellence, and experience a sense of accomplishment.

7. Achievement motivation consists of several components. One component is social comparison, where individuals with a positive motivational orientation prioritize personal growth and mastery over comparing themselves to others. Another component involves the concepts of ability and effort. Some believe their abilities can be enhanced through increased effort, while others see ability as fixed and unaffected by effort. A positive motivational orientation includes the belief that effort influences outcomes, whereas a negative motivational orientation entails the belief that effort has minimal or no impact on achievement outcomes. These components shape individuals' motivation to strive for success and influence their beliefs about the relationship between effort, ability, and achievement. The achievement and motivation of students are influenced by various factors, including parents, family, peers, schools, and other institutions. These influences shape children's progress in achieving their goals and becoming responsible citizens. However, understanding the impact of individual forces requires considering how these different factors interact. Figure 1 provides a visual representation of these processes, highlighting the importance of academic attainment and attitudes, values, and knowledge that foster a lifelong commitment to learning and good citizenship. It acknowledges the complex nature of achievement and the multifaceted role played by various individuals and institutions in shaping students' development.
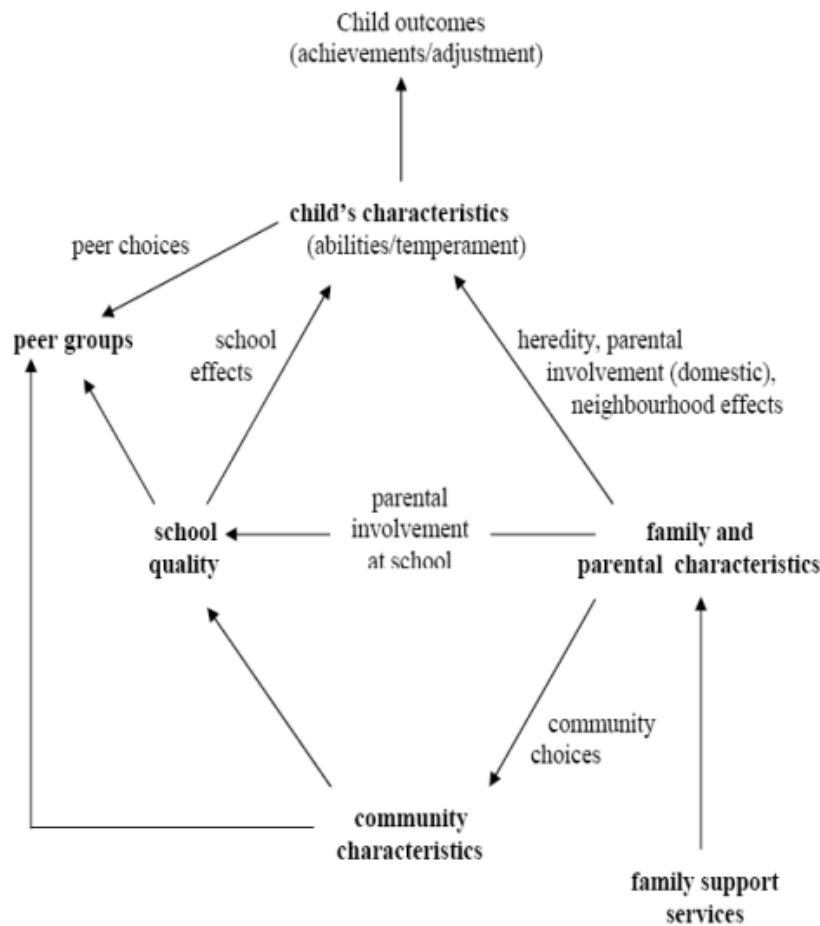
Fig 1- Forces shaping educational outcomes (Achievement and Adjustment) Adapted from Neshoba et al. (1999)

8. Parental encouragement and care play a crucial role in students' education and achievement motivation. Parents are responsible for providing a good education for their children, as they are the first teachers in a child's life. When parents actively support and create a supportive environment, students are more likely to experience academic success. Parental involvement fosters a strong and positive relationship with the School and contributes to a child's overall development. Parents can act as motivators by demonstrating the value of learning, congratulating their children's successes, and providing support during academic challenges. They can also supervise by monitoring their children's academic progress and providing guidance. As role models, parents shape their children's attitudes and behaviors toward education. The connection between parental care, encouragement, and students' achievement motivation is significant, as parental support influences students' learning motivation and academic success.

9. Parental care and encouragement significantly impact students' achievement and motivation. When parents are involved in their child's education, monitor their schoolwork, and provide support, it positively influences academic performance. Parental involvement is linked to higher grades and success in School. Students feel supported and motivated when their parents actively engage in their education. Positive attitudes from parents play a crucial role in motivating students, while negative attitudes can hinder their development. Parental support, such as helping with homework and encouraging excellence, positively impacts academic performance. The success of students is influenced by various factors, including social and psychological perspectives, goal orientation, motivation, and parental support. In conclusion, parental care and encouragement are vital for students' achievement and motivation, contributing to their overall development.

10. Importance of study-

The psychosocial environment has become complex in the age of scientific and technological development. Students come to School from different backgrounds, leading to variations in their academic performance. Supportive and warm parenting influences the development of personality traits. Parental care and encouragement are crucial in academic performance and in shaping a child's personality. This study aims to explore the influence of parental care and encouragement on achievement motivation in class V students. It will provide valuable insights into home-based parental involvement and its impact on motivation for academic success. Parents' expectations and aspirations contribute to students' perceptions of their abilities. Creating an intellectually stimulating environment through care and encouragement can significantly contribute to a child's achievement.

11. Statement of the problem-

The problem being addressed is the influence of parental care and encouragement on the achievement motivation of Class V students. This study aims to understand how the level of parental care and encouragement affects the motivation of students in the fifth grade. By examining the relationship between parental involvement and achievement motivation, the study seeks to determine the impact of parental support on students' drive and determination to succeed academically. The findings will contribute to a deeper understanding of the role of parental care and encouragement in shaping students' motivation and can provide insights for educators, parents, and policymakers on how to foster a supportive environment that enhances student achievement.."

12. Objectives of the Study-

this study had the following objectives, which were found through this study: I. To study the achievement motivation of class V students. II. To study the impact of parental care and encouragement on the achievement motivation of class V students.

Material and Methods:-

The study employed a mixed-methods approach, combining qualitative and quantitative research methods (5-8). The Descriptive survey method was used to collect the required data (9). The study sample consisted of 200 class V students, including boys and girls. There were 50 students from Private schools and 200 from Government schools, including private schools in the Mirzapur and Bilaspur areas.

The study used the Parental care and encouragement inventory developed by the researcher (15) and the Achievement motivation scale developed by Dr. Bina Shah (5) to collect the required data. The data collection procedure involved the researcher personally visiting the schools and using the parental care and encouragement inventory and achievement motivation scale to collect data. Surveys and interviews were conducted with parents and Class V students to gather data on their perceptions and experiences regarding parental consideration and support. Additionally, academic records and performance evaluations were analyzed to assess the correlation between parental involvement and students' accomplishment inspiration.

The study used the following tools for the collection of required data:

- Parental care and encouragement inventory developed by the researcher.
- Achievement motivation scale developed by Dr. Bina Shah. (5)

The data collection procedure involved the researcher personally visiting the schools and using the parental care and encouragement inventory and achievement motivation scale to collect data. Surveys and interviews were conducted with parents and Class V students to gather data on their perceptions and experiences regarding parental consideration and support. Additionally, academic records and performance evaluations were analyzed to assess the correlation between parental involvement and students' accomplishment inspiration. (9).

Statistical Techniques

Used Statistical methods are the statistical techniques used by the researcher to extract meaningful and insightful data from the raw information gathered. In performing the research on the "Parental care and encouragement on achievement motivation of the class V students," the researcher analyzed and interpreted the data using frequency, percentage, and graphical representation after collecting necessary data. It has been discussed in Chapter IV, along with data and interpretations.

Results-

The outcomes of this study offer valuable insights that are of great significance to educators, policymakers, and parents, not only in Sant Ravidas Nagar but also to a wider audience. This research has paved the way for developing targeted strategies and interventions by identifying how parental consideration and support affect students' motivation. These initiatives enrich the educational experience and foster positive student academic outcomes.

The study's
first objective was to study the Achievement-Motivation of class V students. For analysis of the Second objective, data was collected with the help of a score obtained on the Achievement Motivation Scale. The percentage of students belonging to different categories of Achievement Motivation is shown in the following table 1.

Table 1: Achievement Motivation of Class V Students (N=100)

Category of A.M	No. of Students	% of Students
Low	52	26%
Average	110	55%
High	38	19%

The above table 1 shows that 26% of students have Low Achievement Motivation, 55% have Average Achievement Motivation, and 19% have High Achievement Motivation. It is also shown in the following Figure 1.

Category of Achievement Motivation
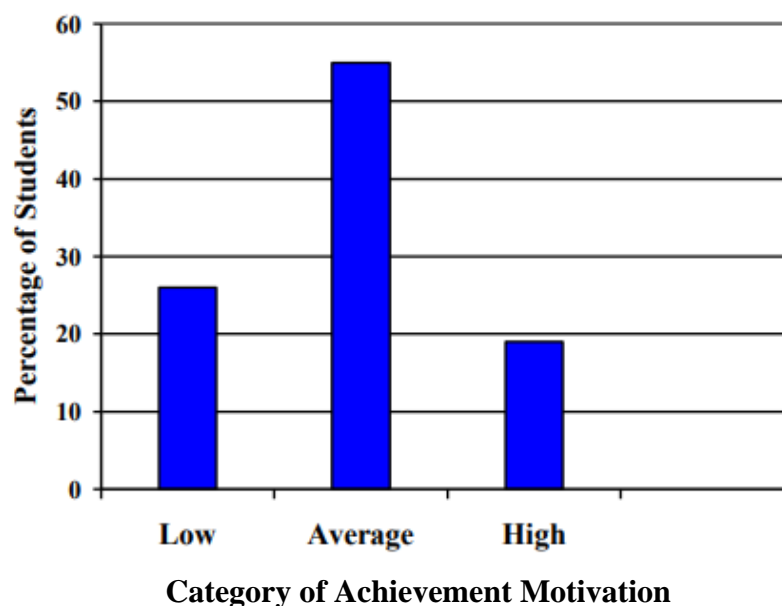
Fig 1: Graphical Representation of Achievement Motivation of Class V Students
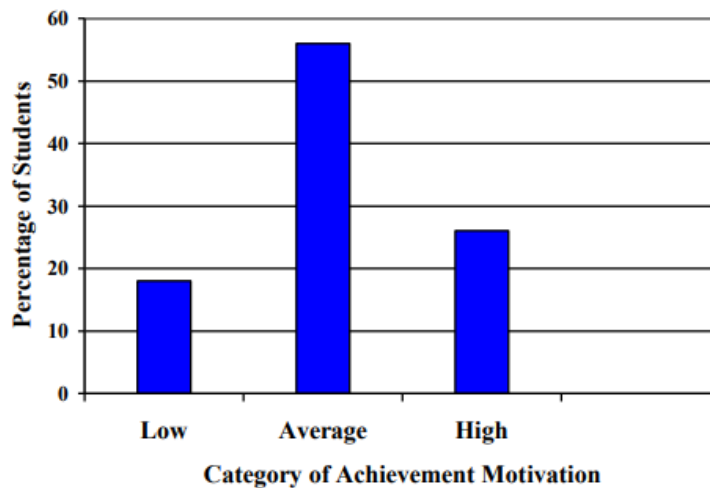
- **The achievement Motivation of Class V Students concerning Private School**s: The Achievement Motivation of Class V students is also analyzed about Private schools. Table 2 shows the Achievement Motivation of class V students of Private schools.

Table 2: Achievement Motivation of Class V Students of Private School (N=100)

Category of A.M	No. of Students	% of Students
Low	18	18%
Average	56	56%
High	26	26%

The above table 2 shows that 18% of students have Low Achievement Motivation, 56% have Average Achievement Motivation, and 26% have High Achievement Motivation in Private Schools. It is also shown in the following Figure 2.
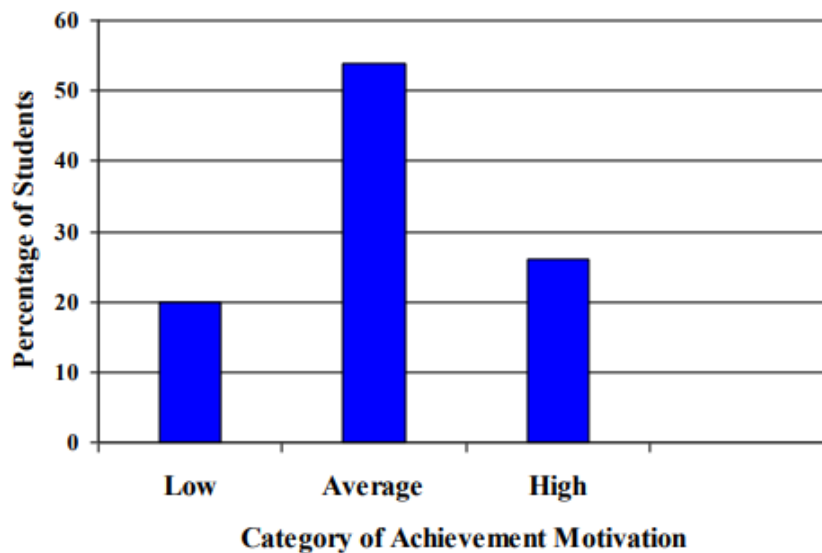

Fig 2: Graphical Representation of Achievement Motivation of Class V Students in Private School

- **Achievement Motivation of Class V Student about Govt. School-**The Achievement Motivation of class V students has also been analyzed about Govt. the School. The following table, 4.2.2, shows the Achievement Motivation of class V students of Govt. the School.

Table 3: Achievement Motivation of Class V Students of Govt. The School (N=100)

Category of A.M	No. of Students	% of Students
Low	20	20%
Average	54	54%
High	26	26%

Table 3 shows that 20% of students have Low Achievement Motivation, 54% have Average Achievement Motivation, and 26% have High Achievement Motivation in Govt. School. It is also shown in the following Figure 3.

Fig 3: Graphical Representation of Achievement Motivation of Class V Students in Govt. School
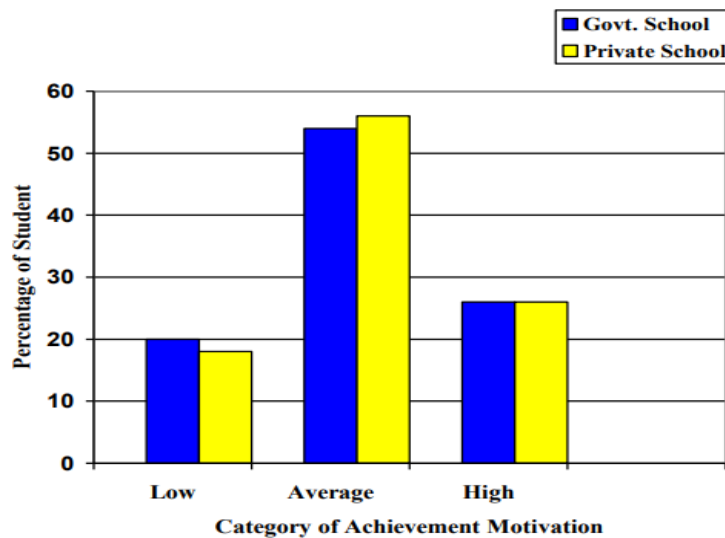
- **Comparison of Achievement Motivation of class V students about the type Of School**
Table 4 shows the Achievement Motivation of class V students of Govt: schools and Private Schools.

Table 4: Comparison of Achievement Motivation of class V students about the type of School

Category of A.M	Govt. The School (N=100)		Private School (N=100)	
	No. of Student	% of Student	No. of Student	% of Student
Low	20	20	18	18
Average	54	54	56	56
High	26	26	26	26

The above table 4 shows that 20% of students have Low Achievement Motivation in Govt. The School where 18% of Students have Low Achievement Motivation is Private Schools. It also shows that 54% of students are having Average Achievement Motivation in Govt. The School where 56% of students have Average Achievement Motivation in Private Schools and 26% of students in Govt. School and Private Schools have High Achievement Motivation. The above table 4.2.3 can also be shown in Fig 4.

Fig 4 Comparison of Achievement Motivation of class V students about the type of School

●   The study's Second hypothesis was that there would be no significant difference in the mean achievement motivation score between boys and girls. To test this hypothesis, the mean score of achievement motivation of boys and girls was calculated, and a test was done between them, shown in the following table 5.

Table 5:'t' test between the Score of Achievement Motivation of Boys and Girls

Gender	N	Mean Score	SD	df	't' Value		Level of Significance	Result
					CV*	TV**		
Boys	100	96.10	12.20	198	0.78	2.63	0.01 Level	CV<TV at 0.05
Girls	100	93.90	15.70			1.98	0.05 Level	

*   Calculated Value
** Tabular Value

The above table 5 shows that the Calculated Value, i.e., 0.78, is less than the Tabular Value, i.e., 1.98, at 0.05 level with 198 degrees of freedom. Thus it is concluded that the null hypothesis is accepted. It implies no significant difference in the mean score of achievement motivation between boys and girls.

The third objective of the study was to study the impact of Parental Care-and Encouragement on the Achievement Motivation of class V students. To achieve this objective Mean Achievement Motivation score of class V students belonging to different categories of Parental Care and Encouragement, i.e., Low, Average, and High was calculated, and a test was done between them.

Test of significance between Mean Achievement Motivation Score of High and Average Parental Care and Encouragement Category-The following Table 6 shows the Mean Achievement Motivation Score test between the students of High and Average Parental Care and Encouragement**.**

Table 6:'t test the Mean Achievement Motivation Score of belonging to the High and Average Parental Care and Encouragement Category.

Category of PCE	No. of Students	Mean A.M Score	SD	df	't' Value		Level of Significance	Result
					CV*	TV**		
High	42	104.98	6.5	175	4.80	2.64	0.01 Level	CV>TV at 0.01
Average	112	93.61	14.2			1.99	0.05 Level	

*   **Calculated Value**

** Tabular Value

The above table 6 shows that Calculated Value, i.e., 4.80, is greater than the Tabular Value, i.e., 2.64, at 0.01 levels with 175 degrees of freedom. Thus it is concluded that there is a significant difference between the Mean Achievement Motivation score of class V students belonging to High and Average Parental Care and Encouragement.

Test of significance between Mean Achievement Motivation Score of High and Low Parental Care and Encouragement Category-The following Table 7 shows the Mean Achievement Motivation Score test between the students of High and Low Parental Care and Encouragement.

Table 7:'t' test between the Mean Achievement Motivation Score of belonging to High and Low Parental Care and Encouragement Category

Category of PCE	No. of Student s	Mean A.M Score	SD	df	't' Value		Level of Significance	Result
					CV*	TV**		
High	42	104.98	6.5	142	4.01	2.69	0.01 Level	CV>TV at 0.01
Low	46	90.15	16.4			2.02	0.05 Level	

*   **Calculated Value**

** Tabular Value

The above table 7 shows that Calculated Value, i.e., 4.01, is greater than Tabular Value i.e., 2.69 at 0.01 levels with 142 degrees of freedom. Thus it is concluded that there is a significant difference between the Mean Achievement Motivation score of class V students belonging to High and Low Parental Care and Encouragement. Test of significance between Mean Achievement Motivation Score of Average And Low Parental Care and Encouragement Category-The following Table 8 shows the Mean Achievement Motivation Score test between the students of Average and Low Parental Care and Encouragement.

Table 8:'t tests the Mean Achievement Motivation Score of belonging to Average and Low Parental Care and Encouragement Categories.

Category of PCE	No. of Students	Mean A.M Score	SD		't' Value		Level of Significance	Result
					CV*	TV**		
Average	112	93.61	14.2			2.64	0.01 Level	
Low	46	90.15	16.4		0.88	1.99	0.05 Level	CV<TV at 0.05

*   **Calculated Value**

** **Tabular Value**

The above table 8 shows that Calculated Value, i.e., 0.88, is less than TV, i.e., 1.99, at 0.05 level. Thus it is concluded that there is no significant difference between the Mean Achievement Motivation score of class V students belonging to Average and Low Parental Care and Encouragement.

Discussion

The study analyzed the objectives related to testing the hypothesis and found the following results: There is no significant difference in the mean Parental Care and Encouragement score between boys and girls. There is no significant difference in the mean Achievement Motivation Score between boys and girls. However, there is a significant effect of Parental Care and Encouragement on the students' Achievement Motivation. There is a significant difference in the mean Achievement Motivation Score between students belonging to high, average, and low parental care and encouragement levels. This finding is consistent with a study conducted by Vamadevappa in 2005, which also found a positive and significant relationship between parental involvement and academic achievement.

The study also revealed that family factors have significant effects on students' achievement goals and academic motivation, supporting the findings of a study by Onate, Ulloa, and Maluenda in 2013. Among the parental factors, parental approval emerged as the most significant predictor of achievement motivation, similar to the findings of Dubey and Srivastava in 2013. Perceived authoritative and less restrictive parenting styles were associated with higher academic success and competence, consistent with the study by Lakshmi and Arora in 2006. Students whose parents exhibited authoritative or permissive parenting styles showed significantly better academic results compared to those with permissive actions only, according to the study by Inam, Nomaan, and Abiodullah in 2016. The review by Spera in 2005 indicated that an authoritative parenting style is often linked to higher levels of student achievement. Still, the study by Cramer in 2002 did not support this view.No significant interaction effect was found between emotional intelligence, perceived parenting styles, and overall achievement motivation. These findings emphasize the importance of parenting

care, encouragement, and different parenting styles in influencing students' achievement motivation and performance. It highlights the role of parental involvement in students' academic success. While permissive parenting styles were perceived as beneficial for psychological well-being and future orientation, the authoritative parenting style should not be underestimated in the adolescent life period. Overall, the study concludes that Parental Care and Encouragement significantly affect the Achievement Motivation of Class V students, which is consistent with previous research**.**

Conclusion-

Various individuals, processes, and institutions contribute to pupils' academic achievement and overall adjustment. Parents, extended family members, peer groups, neighborhood influences, schools, and other organizations such as churches and clubs all play a role in shaping children's progress toward self-fulfillment and responsible citizenship. Additionally, the children themselves, with their unique abilities, temperaments, and inclinations, have a central role in forming and reshaping their behavior, aspirations, and achievements.

The present study concludes that Parental Care and Encouragement significantly affect student Achievement Motivation. This finding aligns with previous studies conducted by Vamadevappa (2005), Bose & Joshi (2004), and Agrawal & Kusum (1997).

Based on this research, it can be inferred that parental encouragement and other factors impact students' achievement motivation. Parents play a crucial role in motivating and assisting their children in learning, particularly in fostering a positive learning environment and facilitating achievement. Additionally, peers and the surrounding context are supportive factors contributing to students' motivation and academic success.

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