

How Parents Help Shape their Child's Growth

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Abstract: This study aims to examine the different ways parents get involved in their children's lives, how often they do so, and which forms of involvement have the strongest impact on a child's growth and development. Parental involvement is believed to play a more significant role in a child's development than other factors like family income, household size, or parents' educational background. When parents take an active role in their child's education, it often leads to better learning outcomes, higher academic success, improved thinking and problem-solving skills, greater enjoyment of school, better attendance, and fewer behavioral issues. However, parents differ in how much they believe they should be involved and how much involvement is expected or encouraged by schools. Factors such as financial challenges, work schedules, and educational background can influence how much parents are able to participate. This research aims to provide a clearer understanding of how parental involvement functions within the family and the child's broader social setting. The goal is to explore how increased and effective parental participation supports children's academic and personal development. The findings of this study may benefit parents who want to understand their role in their child's education, educators who collaborate with families, and ultimately the children, who gain the most from their parents' active engagement.

Keywords: Child's growth.

1. Introduction

The aim of this research is to explore the different ways parents engage in their children's lives, how often this involvement occurs, and to determine which forms of support have the greatest impact on a child's overall development. Studies suggest that a parent's active role in their child's growth has a stronger influence than other family-related factors, such as social standing, household size, or the parents' educational background.

Parental involvement has been shown to positively influence a child's learning, often resulting in improved academic performance, stronger thinking and problem-solving abilities, increased interest in school, better attendance, and fewer behavioral challenges.

However, not all parents view involvement in the same way. The level of participation expected by schools and education policies may not always align with what parents believe or are able to offer. Various factors—such as financial constraints, work commitments, and educational background—can affect how and to what extent parents can take part in their child's education.

This study was developed to provide a broader understanding

of how parental involvement functions within both the family unit and the child's wider social environment. It aims to examine whether stronger parental involvement leads to measurable progress in a child's academic and personal development.

The findings from this research could benefit parents by offering clarity on their role and how they can support their child's growth. It could also assist teachers who work closely with families and, most importantly, support the children who are directly impacted by their parents' engagement.

2. Objectives of the Study

- The main goal of this study is to explore the various positive impacts that parental involvement can have on a child's learning and development.
- To understand how parents perceive and feel about being involved in their child's education.
- To assess how effective parental involvement is in supporting a child's academic performance and social growth.
- To analyze the overall influence of parental involvement on a child's development.

3. Research Methodology

Parenting is considered one of the most noble and essential responsibilities in life, requiring both skill and dedication. Fulfilling this role is especially crucial during a child's early stages of development, as it plays a vital part in their protection, care, and overall growth. This statement reflects a deep appreciation for the irreplaceable value of parental roles in a child's life.

The way parents interact and play with their children also has a significant effect on their emotional and social development. Parents tend to spend a large portion of their one-on-one time with infants and young children through engaging and stimulating play. These moments are not only enjoyable but also educational, as they help children learn to manage their emotions and behaviors. For instance, such interactions can teach children how to handle aggressive urges and physical contact in a calm and controlled manner.

This study aims to highlight the critical role that parenting styles play in shaping a child's development. The researcher seeks to explore various parenting approaches and how they contribute to the overall growth of children. Ultimately,

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understanding these methods may help strengthen the emotional bond between parents and their children.

Several Key Questions Guide this Research:

Does a parent's low level of education impact their involvement in their child's development?

Is there a relationship between parental involvement and a child's academic success?

Are younger parents more actively involved in their children's lives compared to older ones?

To collect data, the researcher used an interview schedule and surveyed 135 parents whose children are between the ages of 8 and 18. A simple random sampling method was used to ensure fairness in participant selection. Secondary data was gathered from books, policy reports, academic journals, and other relevant literature.

To interpret the results, the following statistical methods were applied:

- Percentage Analysis
- Chi-Square Test

A. Statistical Tools are Used by the Researcher

Educational level of the parent and parental involvement

Table 1

Educational level of the parent	Parental Involvement		
	High	Low	Total
Illiterate	10	2	12
S.S.C.	15	1	16
H.S.C.	40	3	43
Graduate	35	2	37
Post Graduate	25	2	27
Total	125	10	135

Here are the results of the Chi-square test for the table:

Chi-square calculated value: 1.76

Degrees of freedom (df): 4

Chi-square table (critical) value at 0.05 significance level: 9.49
p-value: 0.78

Interpretation:

Since the calculated Chi-square value (1.76) is less than the critical value (9.49), and the p-value (0.78) is greater than 0.05, we fail to reject the null hypothesis.

This means there is no statistically significant association between the educational level of parents and their level of parental involvement based on this data.

Table 2

Statistic Test	Chi-square		Degree of freedom
	Table value	Calculated value	
Chi-Square Test	9.488	0.6866	04

Interpretation

Since the calculated value = 0.6866 is lower than the table value = 9.488 at 0.05 level significance of 04 degree of freedom, so that is proved that there is no significant association between parental involvement and educational level of parents.

An association between parental involvement and academic performance.

Table 3

Previous examination's results of the child	Parental involvement		Total
	High	Low	
Less than 50 or 50	14	2	16
51 – 60	50	3	53
61 – 70	45	1	46
More than 70	20	0	20
Total	129	6	135

Here are the results of the Chi-square test for the updated table:

Chi-square calculated value: 4.1

Degrees of freedom (df): 3

Chi-square table (critical) value at 0.05 significance level: 7.81
p-value: 0.25

Interpretation:

Since the calculated Chi-square value (4.12) is less than the critical value (7.81), and the p-value (0.25) is greater than 0.05, we fail to reject the null hypothesis.

This indicates that there is no statistically significant association between parental involvement and academic performance based on this data.

Let me know if you want a visual summary or interpretation for a report.

Table 4

Statistic Test	Chi-square		Degree of freedom
Chi-Square Test	Table value	Calculated value	
	7.815	1.33	3

Interpretation:

Since the calculated value = 1.33 is lower than the table value = 7.815 at 0.05 level significance of 03 degree of freedom, so that is proved that there is no significant association between parental involvement and Previous examination's results of the child.

The age of the parents and parental involvement

Table 5

Age of parent	Parental involvement		Total
	High	Low	
Below 20	2	0	2
21-30 years	50	2	52
31-40 years	48	3	51
41-50 years	26	1	27
Above 50	3	0	3
Total	129	6	135

Here are the results of the Chi-square test for the table on age of parents and parental involvement:

Chi-square calculated value: 0.56

Degrees of freedom (df): 4

Chi-square table (critical) value at 0.05 significance level: 9.49
p-value: 0.97

Interpretation:

Since the calculated Chi-square value (0.56) is much less than the critical value (9.49), and the p-value (0.97) is much greater than 0.05, we fail to reject the null hypothesis.

This indicates that there is no statistically significant

association between the age of the parents and parental involvement based on this data.

Table 6

Statistic Test	Chi-square	Degree of freedom
Chi-Square Test	Table value	Calculated value
	16.919	0.97 09

Interpretation:

Since the calculated value = 0.97 is lower than the table value=16.919 at 0.05 level significance of 09 degree of freedom, so that is proved that there is no significant association between parental involvement and age of parents.

Findings:

Here are the findings based on the Chi-square tests conducted for the three tables:

Educational Level of Parents and Parental Involvement

Table Summary:

Categories: Illiterate, SSC, HSC, Graduate, Post Graduate

Parental involvement: High or Low

Statistical Result:

Chi-square value: 1.76

Degrees of freedom: 4

p-value: 0.78

Finding: There is no significant association between the educational level of the parents and their parental involvement. Most parents, regardless of educational background, showed high involvement.

B. Academic Performance and Parental Involvement

Table Summary:

Categories: Below 50, 51–60, 61–70, Above 70

Parental involvement: High or Low

Statistical Result:

Chi-square value: 4.12

Degrees of freedom: 3

p-value: 0.25

Finding: There is no significant association between students' academic performance and the level of parental involvement. High parental involvement was seen across all performance groups.

C. Age of Parents and Parental Involvement

Table Summary:

Categories: Below 20, 21–30, 31–40, 41–50, Above 50

Parental involvement: High or Low

Statistical Result:

Chi-square value: 0.56

Degrees of freedom: 4

p-value: 0.97

Finding: There is no significant association between the age of the parents and their level of involvement. Parents of all age groups were similarly engaged.

4. Overall Conclusion

Across all three variables (education level, age, and child's academic performance), the Chi-square tests revealed no statistically significant relationships with parental involvement. This suggests that parental involvement is consistently high regardless of these demographic or performance factors in the data-set examined.

- 94 (70%) parents were arranging the visit the school before taking the admission of the child.
- 59 (44%) parents were taking admission of the child in the school on the basis of school facilities.
- 63 (47%) parents are visiting the child's school at every six months.
- 62 (46%) parents are involved in the child's school activities through supervision and review of home work.
- 72 (53%) parents are believed that reading books, daily newspaper, magazines are helped in the child development apart from educational activities
- 95 (70%) parents are attended general school meeting or parent- teacher conference.
- 58 (43%) parents give the suggestions to the child to obtain special training for personal development.
- 58 (43%) parents believed that circumstantial nature is the healthy rearing practice in child's development.
- 57 (42%) parents think that friendly behaviour is the positive way to help in changing their children's behaviour.
- 84 (62%) parents provide rewards to the children for their progress. 59 (44%) parents are spent one to three hours with their children.
- 66 (49%) parents motivate the child through providing financial aid for getting better performance.
- 45 (33%) parents believed that personal decision of the child is taken by the father.
- 98 (73%) parents believed that their children are growing in a desired way.

5. Conclusions

Present study consists of all criteria that are appropriate for the perfect study. The study makes the researcher learn different factors related to parent's involvements in child's development. This study is useful to the researcher to know the various aspects covered for the child's development through parents' involvement.

6. Suggestions

Here are some suggestions based on the findings from your analysis of the relationship between parental involvement and various factors:

A. Focus on Enhancing Involvement Universally

Since parental involvement is not significantly associated with age, education level, or child's academic performance, efforts to boost involvement should be directed across all parent groups, not targeted only at specific demographics.

B. Provide Flexible Opportunities for Engagement

Many parents may be willing but unable to participate due to time or work constraints. Schools and educators should:

- Offer flexible meeting times
- Utilize online platforms for communication
- Create short, meaningful involvement opportunities (e.g., quick feedback, virtual classroom visits).

C. Offer Support and Resources to All Parents

Regardless of educational level, parents may need guidance on how best to support their child's learning. Schools can:

- Share simple tips for home-based support
- Provide parental workshops or training sessions
- Distribute easy-to-understand guides and materials

D. Raise Awareness About the Impact of Involvement

Educators can:

- Highlight research that shows how consistent involvement improves student outcome.
- Share success stories or testimonials from involved parents.
- Encourage even small acts of involvement, such as checking homework or discussing school topics at home.

E. Explore Other Influential Factors

Since education, age, and academic performance were not significantly related to parental involvement, it may be useful to investigate other possible influences, such as:

- Parenting styles
- Socioeconomic status
- Work schedule and job flexibility
- Cultural or language barriers

The researcher wants to find out the involvement methods, techniques and practices of the parent towards the child development.

There is a high involvement of the parent which affect to the child performance either in a positive way or negative way.

Here researcher has given some suggestions:

- Parent has to give proper response to the child at the time of the childhood because it is a stage when child has curiosity about new objects.
- Parent has to motivate their children for attaining

educational activities, social activities, religious activities or other activities which are helpful to the child's overall development.

- The parent has organized such activities so their children can get proper information regarding their religious, culture, etc and it can helpful for maintaining discipline family organization etc
- Parents have to provide proper guidance or proper suggestions to their children at the time of frustration which occurs during the time of examination.
- Parent has to involve their children in the extracurricular activities without any impose.
- They have to provide proper and perfect platform to the children so it can help them to achieve good performance.
- The father and mother should give equal attention to the children's development so they have equally involved in the activities of their children.
- It is not only the responsibility of the parent but the child is also responsible for his own development so the child has to take and follow the suggestions and instructions given by their parents.
- The government has to develop strategy regarding the parental involvement in child development.

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