

Parental Involvement and Academic Achievement of Elementary Level Students: A Correlational Study

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Abstract

Numerous factors that enhance their educational level impact students' academic performance. The outcome of education is understood through the learner's academic achievement, which has accountability in society. Academic achievement is observable and measurable, which denotes the extent to which a learner has achieved pre-defined learning objectives. Existing research literature has revealed that parental involvement is one of the significant factors that can influence the learner's academic achievement. The present research investigated the effect of parental involvement on academic achievement in geography subject of upper primary students and also investigated whether such influences vary in terms of gender and the location of the school with respect to urban-rural perspectives. A purposive sampling technique has been used to select upper primary students of 8th standard from the public schools in Darjeeling and Cooch Behar districts of West Bengal. Parental Involvement Questionnaire developed by Veas et al. (2015) and Academic Achievement Test developed by the researchers were used for data collection. Normality of the data was ascertained statistically, and Pearson's Correlation Coefficient and t-test were employed as inferential statistics to analyse the nature of the relationship of the variables. The present study revealed a statistically significant positive correlation between parental involvement and academic achievement of the upper primary students in geography. The t-test result indicated that the relationship pattern between academic achievement and parental involvement significantly differed between boys and girls and between rural and municipal urban areas.

Keywords: Parental Involvement, Academic Achievement, Upper Primary Student, Gender, Location of school

Introduction

Education can be defined as the holistic development process of individuals, which provides the essential strength and understanding to meaningfully participate in contemporary society in a global context (Vijayalakshmi & Muniappan, 2016). Education facilitates so that children can inculcate a new perspective of life within us and helps us rebuild collective opinions on things in the journey of life (Bhardwaj, 2016). Desirable skills, attitudes, and thinking patterns are promoted by education among individuals belonging to different age groups. Broadly speaking, a society's development and progress is impossible without effective education (Rafiq et al., 2013). The education of people is affected by many factors, like the nature of institutions, home environments, aspirations and attitudes of learners and parents, peer groups, and many other factors. At the school level, academic achievement is one of the significant variables that indicates the progressive qualitative nature of education.

Research in the last few decades has revealed that among all other competing factors like students' merit, socio-economic background, and the kind of school students attend, globally, it is found parental involvement is the most important in their academic journey (Jeynes, 2024). It is also important to note here that parental involvement initiates the social engineering process that generates a lifelong passion for learning, which is the key factor for long-term success, as evidenced by several researches. Depending on the capacity, parents can be involved in various ways: reading with children, helping with homework, discussing everyday events taking place in the school, attending school functions and offering their volunteer services. Early research studies have found that the teachers of the previous generations were more familiar with the community members, especially the parents of the students. Such cordial engagements were more effective in raising students' academic performance (Núñez et al., 2015).

Educational policies at the national, regional and even institutional levels might have further instrumental roles in promoting and structuring the nature of parental engagement. They might encourage the academic community to take an interest in unfolding the influence of parental involvement in the learning of their wards (Hamlin & Flessa, 2018). However, globally, there is inadequacy in having specific policies on the part of national and regional governance in most countries. In Canada, the first comprehensive policy document was put forth in local governance to devise an effective mechanism for meaningful parental engagement (Antony-Newman, 2024). The primary social model, as practised in Europe and America, is based on the 'home-school partnerships' provided in policies instrument about the framework in which schools might be organically engaged with the parents and other related caregivers of the children's school success (Epstein, 2011). Epstein and Van Voorhis, in their earlier studies (2001), identified the following major areas of parental engagement that can encouraged by school: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the

community-parental involvement, from educators' and practitioners' perspective.

The outcome of education is usually understood through the level of academic achievement that the learner has achieved in terms of pre-identified learning objectives in instructional environments in institutions (Steinmayr et al., 2014) that has been considered a significant factor in life and one of the most important goals to be achieved by the students (Veas et al., 2019). The relevant criteria like post-secondary attainment, to more definite indicators, like scores achieved in the standardized test in any academic subject, and other contextual variables like learner's academic aspiration and learner's academic self-concept are used as significant indicators of academic achievement at present (Fan & Chen, 2001). For upper primary students, academic achievement is immensely impacted by the extent of nature and magnitude of parental engagement and active participation in their kids' academic achievement rather than other factors (Rafiq et al., 2013). Here, academic scores in Geography have been considered for academic achievement. Geography is a mother subject that simultaneously covers basic sciences and humanities components. The subject's nature provides constructivist learning where students can learn individually and in groups. This subject can be taught in the classrooms and outside the school in field studies. The kids have the scope to learn to read maps; their curiosity is stimulated, and they know where things are. Geography facilitates learning both nature and people simultaneously, as well as language, sociocultural history, and mathematical skills in combination. So here, academic achievement is considered in terms of Geography subject.

Parental involvement may be considered as a set of behavioural patterns of parents in the home environment and their functional interactions with school that support children's educational progress, such as communication with learners regarding the regular and routine issues of the school; regular supervision of schoolwork; parental expectations or assumptions regarding academic progress; parental participation in institutional activities; and their attitude at home environment towards supporting and facilitating their children (Veas et al., 2019). According to Rafiq et al. (2013), parental involvement also means that activities like encouraging children so that they remain adequately focused on their homework independently, observing and monitoring the children when they are in other societal spaces outside of the school, and providing a different kind of assistance for improving their learning. Parental involvement is not stereotypical; rather, it might have other patterns that influence the children's academic performance differently. Hence, parental engagement varies in different cultural formats in society. Hong & Ho (2005) also mentioned that the parent's action does not necessarily directly influence the child's academic achievement. Instead, their pattern of behaviour may indirectly affect a lot.

Parental involvement was found to be crucial by different research studies to a child's academic progress, and such parental influence might cover influence on their children's learning, behaviour, problem-solving skills, leadership skills and social-emotional skills. The pattern of the social life of today's learner has completely changed with the onslaught

of the digital explosion, more specifically in the recent context of Distance Emergency Learning-Teaching in the journey of the pandemic. In the altered context, new factors are emerging, including peer interaction, peer-teacher communication, quality of learning resources, pedagogy, designing of the course, and others (Mukherjee & Maity, 2022) that might potentially impact learning. Managing school-going students' learning poses new challenges for schools and parents. At the same time, digital technology has become omnipresent in the social, institutional, and private life spheres. Thus, investigating the relationship pattern between parental involvement and student's academic achievement is becoming relevant in academic research on the neo-normal.

Background of the study

Technological evolution appears to be a 'technological tsunami' in the post-pandemic world. The subsequent changes in all social, institutional, and personal life are omnipresent and paramount in influencing how our social systems function. Such a technological influx into our social and private lives is mostly beyond our choice and control. That affects our well-being, especially that of school-going children. Such a socio-technological situation demands a review of the established relationship pattern between parental involvement and students' academic achievement. A review of research claims that efforts to engage parents and provide information to parents or caregivers are one of the most cost-effective and instrumental ways to improve and ensure learning outcomes (Angrist et al., 2020b; World Bank, 2020). The nature of information needed to deliver to the parents: student's learning outcomes (Afridi et al., 2020), the academic performance of the learner (e.g., Andrabi et al., 2017), regularity of students in attending school and (e.g., Jensen, 2010), and how parents can provide support to the children at home atmosphere (e.g., Barrera-Osorio et al., 2020) are significant areas of concern. The data and the evidence need to be very relevant and specific, curated from an authentic source (World Bank, 2020) that could ensure the desired learning outcome.

The nature of the relationship between parental involvement and the learner's academic achievement has been gaining interest from researchers in education for the last couple of decades. But in the changing landscape of societal design and the context of digital influx, new kinds of research are trying to explore not only why but, more importantly, how parents are getting engaged in their children's academic journey, what kind of parental engagement most impactful for the learner, and how to develop a dynamic organic partnership between home and school (Boonk et al., 2018; Goodall & Vorhaus, 2011, Henderson & Mapp, 2002; Pomerantz et al., 2007).

Researchers from different disciplines in India and abroad have explored various dimensions of the relationship between academic achievement and parental involvement. Findings from multiple studies have revealed that parental involvement is significantly correlated with the learner's academic achievement. Higher academic achievement

is obtained with higher participation of parents in children's education. Jaiswal and Choudhuri (2017) identified that an 'authoritative parenting style' positively correlates with academic performance, irrespective of grade level. There are some contradictory findings also available. There are specific observable indicators of parental engagement which are found to be related to the student's academic achievement (Katz et al., 2011; Kapur, 2018), and such a relationship should be practically meaningful (Fan & Chen, 2001). Communication and parents' interest in homework are also significant factors in academic achievement (Wilder, 2014). Many students were substantially behind in their academic performances as many schools remained disrupted during the 2020-21 school year due to the COVID-19 outbreak (Kuhfeld et al., 2020; Lawrence & Fakuade, 2021). Online learning has replaced the traditional way of a direct school-based education system. However, the large number of students and the unavailability of proper infrastructure have significantly hampered school students' learning in different countries, including India (Joshi et al., 2020). Here, the role of home-based engagement and parental involvement with students becomes an efficient means of achieving the desired learning objectives.

Gendered interactions in schools and at home often result in differences in educational outcomes (Hubbard, 2005). In the present study, gender has been considered as a category variable. However, the rural-urban binary is gradually fading due to technological advancement, especially the availability of mobile handsets that present a global culture to all. Still, it is an influential factor in social and educational studies. This is because the infrastructural and other educational facilities are much less in rural counterparts than in urban areas, creating a significant gap in students' academic achievement (Owoeye & Yara, 2011); the social mindset still differs in the rural-urban binary. Therefore, the locality of the schools where the respondents participated in providing data has been considered a categorical variable in the study, ensuring that the respondents have a rural-urban binary regarding their habitat. The literature on the relationship between academic achievement and parental involvement suggests that parental involvement and the student's academic achievement are related. Though many studies have been conducted with elementary school students, a substantial research gap exists regarding the evidence of the relationship between parental involvement and academic achievement of upper-level elementary school students, particularly regarding gender and locality. Thus, this study may provide an in-depth view of the relationship between the two above-mentioned variables and may help to understand academic achievement in general and geography in particular regarding gender and uniqueness of locality, which may shed light on the other subject areas. Thus, the empirical study explored the views of concerned respondents to answer the following questions.

1. Is there any relationship between parental involvement and students' academic achievement in the government school?
2. Is there any impact of gender on the relationship between parental involvement

and students' academic achievement in the government school?

3. Is there any contribution of the unique nature of the school location to the relationship between parental involvement and students' academic achievement?

Objectives of the Study

The study has been conducted to fulfil the following objectives –

1. To investigate the relationship pattern between academic achievement in the geography of upper primary students and the magnitude of their parental involvement.
2. To explore the influence of gender categories and the schools' location on the students' academic achievement.

Methodology

(i) Selection of Participants

A sample of 400 students studying in 8th standard from the public schools in Darjeeling and Cooch Behar districts of West Bengal were selected. Data for municipal urban school boys and girls are mainly collected from Siliguri and Cooch Behar towns. Rural school samples are collected from selected Gram Panchayat areas of both districts. The purposive sampling technique was used for the study, and the samples were divided equally among males and females and municipal urban and rural areas (Table 1).

Table 1: Sample Structure Concerning Major and Categorical Variables

	Male	Female	Total
Municipal Urban	100	100	200
Rural	100	100	200
Total	200	200	400

(iii) Study Instruments Used

To assess the student's academic achievement level, the researcher conducted an achievement test in geography with the help of concerned teachers in the selected schools. The test consists of 25 multiple-choice questions from knowledge-based (20%), understanding-based (40%) and application-based (40%) questions from the topics of Geography studied in the academic year (2022-2023).

Veas et al. (2015) developed a reliable and valid tool to measure parental involvement. The instrument has 20 items that evaluate four factors: perception of support, organization and interest in the educational process, expectations (professional future) and the centre relationship and time of support provided for the homework. The students of the 8th standard have responded on a Likert scale from 1 to 5 (Always, Frequently, Often, Rarely

and Never) depending on the frequency they make each statement, which measures different aspects of parental involvement. The internal consistency they obtained, as indicated in Cronbach's alpha values, was 0.70 for the first factor, 0.65 for the second, 0.65 for the third, and 0.71 for the last factor.

(iv) Statistical Techniques Used

The descriptive statistics (mean, median, standard deviation, skewness, kurtosis) and Zsk, Zku were calculated in Microsoft Excel software to check the normality of data (Table 2). Based on these statistics, the normality of the data was examined. The result indicated that the nature of data for the major and categorical variables exhibited normality. The coefficient values of ZSk and ZKu for major and categorical variables are under the range of ± 3 , which fulfil the assumptions of normality (Tabachnick & Fidell, 2007). Therefore, it is evident that the sampling bias does not affect the nature of the data set.

The purposive sampling was chosen to satisfy the research objectives. When the sampling design is purposive, and the data set exhibits a normal distribution, it is indeed possible to apply parametric tests for making inferences, which allows for more robust statistical analysis compared to non-parametric alternatives (Sarmiento, n.d.), as evident by published other researches, where even in case of snowball sampling, parametric tests are chosen for making inferences (Mukherjee & Maity, 2021). The parametric test, as inferential statistics, is applicable when the data is normally distributed, as they rely on this assumption to draw valid conclusions about population parameters. In the present study, the Pearson correlation coefficient and t-test have been applied to effectively identify differences in means when the data meets the normality criterion (Yuniarti & Bahri, 2023; Vimal et al., 2022). Parametric tests generally have greater statistical power than non-parametric tests, making them more effective in detecting actual effects when the assumptions are satisfied (Wadgave, 2019).

Table 2: Normality of scores of variables of Parental Involvement and Academic Achievement under each demographic category

Variables	No. of Student	Parental Involvement		Academic Achievement		Normality status
		Zsk value	Zku value	Zsk value	Zku value	
Total	400	0.08191	-0.8793	-1.0328	-1.1153	Normal
Urban	200	-0.7180	0.0316	-1.2639	-0.2042	Normal
Rural	200	0.9150	-0.4083	0.0790	-1.3343	Normal
Boys	200	0.4309	-1.2610	-0.4005	-1.0889	Normal

Girls	200	-0.2113	-0.9875	-1.1686	-0.1763	Normal
Urban Boys	100	-0.3834	-0.4133	-0.6519	-0.6536	Normal
Urban Girls	100	0.0185	-0.8064	-0.9532	-0.7106	Normal
Rural Boys	100	1.5136	2.1255	0.2780	-0.7589	Normal
Rural Girls	100	-0.0372	-1.2657	-0.1511	-1.0028	Normal

Source: Calculated by author

Pearson correlation coefficient and t-test have been applied to study the relationship between major and categorical variables. The statistical analysis was performed using Microsoft Excel, Office version 2013. The correlation coefficient between 0.9-1.00 is very high, 0.7-0.9 is high, 0.5-0.7 is moderate, 0.3-0.5 is low, and less than 0.3 is negligible (Mukaka, 2012). T-test is the most commonly used technique for such analysis, whether it has one or more samples. When the data in the two samples are not matched, tests for independent samples are appropriate. Usually, the assumption is made that the distributions in the two groups have the same variance, ζ^2 (Davis et al., 2006).

Findings

The result of correlation studies presented in Table 3 between parental involvement and academic achievement reveals a consistently strong positive relationship across various demographic categories. Overall, the data shows a high correlation coefficient (0.784), well above the critical value of 0.098, indicating a significant positive impact of parental involvement on students' academic success. When considering the respondents' dwelling places, urban respondents exhibit a slightly stronger correlation (0.824) than their rural counterparts (0.758). Such findings reveal that parental involvement has a more pronounced effect on their children's academic achievement in urban social environments. Similarly, when analysed from the gender perspective, boys demonstrate a correlation value of 0.804. At the same time, girls show a correlation value of 0.753, significantly surpassing their respective critical values, confirming the positive influence of parent involvement across genders. Further categorization by location of the institutions and gender shows that urban boys have the highest correlation at 0.835, followed closely by urban girls at 0.824, with rural boys and girls also showing strong correlations of 0.748 and 0.755, respectively. These findings underscore that increased parent involvement is strongly associated with improved academic performance. At the same time, slightly more pronounced effects are observed in urban settings and among boys with respect to their counterparts.

Table 3: Correlation between Parent Involvement and Academic Achievement

Variables	Samples	'r' value	'r' at $\alpha=0.05$ (Garett,1971)
All samples from rural and urban areas for both boys and girls	400	0.784	0.098
Categorized by Locality			
Urban	200	0.824	0.138
Rural	200	0.758	
Categorized by Gender			
Boys	200	0.804	0.138
Girls	200	0.753	
Categorized by Locality and Gender			
Urban Boys	100	0.835	0.195
Urban Girls	100	0.824	
Rural Boys	100	0.748	
Rural Girls	100	0.755	

Source: Calculated by author

Results of the t-test in Tables 4 and 5 for parental involvement and academic achievement underscore notable differences across various demographic and geographical groups. For parental involvement, significant disparities are found between genders and localities. Girls experience higher parental involvement than boys, with a t-value of 2.47, surpassing the critical value of 1.97. Additionally, the urban respondent's areas show higher parental involvement (mean - 76.64) than rural areas (mean - 62.58), as indicated by a substantial t-value of 19.09. Concerning the location of the institutions, irrespective of gender, urban students consistently enjoyed more parental involvement than rural students. The t-values for comparisons between urban and rural boys (12.70) and girls (14.86) confirm statistically significant differences.

Regarding academic achievement, girls outperform boys, with a t-value of 2.56, demonstrating a significant difference in favour of girls (mean - 33.08) over boys (mean - 30.04). Similarly, urban students' academic achievement is higher (mean - 36.88) than rural students (mean - 26.24), as evidenced by a t-value of 9.91, while there is no significant difference in academic performance between urban boys and girls (t-value - 0.96). Rural girls achieve significantly higher grades than rural boys, with a t-value of 2.74. Comparisons between urban and rural students reveal a pronounced academic advantage for urban students, with t-values of 7.95 for boys and 6.15 for girls. Overall, these results highlight the significant impact of parental involvement and the location of the institutions of the respondent students on their academic outcomes. Urban students, irrespective of gender, enjoy higher parental engagement and subsequently show better academic achievements.

Most interestingly, female students benefit more than boys regarding parental involvement and academic outcomes.

Table 4: Result of t-test for Parental Involvement

Group	Samples	Mean	S.D	't' value	't' at $\alpha=0.05$ (Garett,1971)
Boys and Girls	400	68.36 70.86	10.47 9.75	2.47	1.97
Urban Area and Rural Area	400	76.64 62.58	7.66 7.06	19.09	1.97
Urban Boys and Urban Girls	200	75.36 77.92	8.66 6.29	2.39	1.97
Rural Boys and Rural Girls	200	61.36 63.80	6.81 7.13	2.47	1.97
Boys in Rural and Boys in Urban	200	61.36 75.36	6.81 8.66	12.70	1.97
Girls in Rural and Girls in Urban	200	63.80 77.92	7.13 6.29	14.86	1.97

Source: Calculated by author

Table 5: Result of t-test for Academic Achievement

Group	Samples	Mean	S.D	't' value	't' at $\alpha=0.05$ (Garett,1971)
Boys and Girls	400	30.04 33.08	12.96 10.71	2.56	1.97
Urban Area and Rural Area	400	36.88 26.24	7.05 13.44	9.91	1.97
Urban Boys and Urban Girls	200	36.4 37.36	8.26 5.59	0.96	1.97
Rural Boys and Rural Girls	200	23.68 28.8	13.70 12.74	2.74	1.97
Boys in Rural and Boys in Urban	200	23.68 36.4	13.70 8.26	7.95	1.97
Girls in Rural and Girls in Urban	200	28.8 37.36	12.74 5.59	6.15	1.97

Source: Calculated by author

Discussion

Emergencies are becoming a regular phenomenon that demands a customised mode of education. Such customization and improvisation demand more school-parent interactions and engagements. The current school-going generations are growing up in a social climate influenced by easy access to digital information and communication technologies and are genuinely 'digital natives' (Mukherjee, 2020). In such an explosion of technology with the dominance of social media, the education of school-going children demands more intense care from parents so that their children can meaningfully navigate their academic journey. It is felt that there should be more intense dialogical interaction and negotiation between schools and the parents. Much research has revealed that unguided digital exposure negatively impacts children's academic achievement and well-being (Tülüba, 2023). It is further essential in the context of the probability of enhanced frequency of 'emergency-like situations' that lead to social disaster disrupting the educational opportunities of children, where parental engagement is becoming more crucial. Schools must develop more viable mechanisms for coordinating with parents to ensure learners' academic progress (Mukherjee et al., 2021). Thus, the present research is valuable from a social point of view.

The analysis of major and categorical variables of the present study has highlighted different aspects of the relationship between the level of academic achievement in Geography and the magnitude of parental involvement of upper primary students. A strong association between the major variables was observed, and the role of both location of institutions and gender was also identified.

Analysis of the Pearson correlation coefficient shows that parental involvement and academic achievement of the upper primary students in geography are strongly correlated, which means that as the intensity of parental involvement increases, the degree of academic achievement of the students has also increased. The study of Vijayalakshmi & Muniappan (2016) complies with the present result as they found parental engagement in children's academic endeavour directly impacts their learning outcomes. The study of Abd-El-Fattah (2006), Talluri & Suneela (2017), Bora & Ahmed (2018), Assefa & Sintayehu (2019), Singh & Mahajan (2021) have also noted that parental involvement is significantly correlated with academic achievement of students. In his study, Georgiou (1999) cautioned that parental attributions and involvement cannot be seen as a cause-and-effect relationship with the learner's school academic performance. Better mastery of parents on subjects in earlier classes and children's dependency on their parents early are possible reasons for such a strong relationship (Wilder, 2014).

The present study has also found a strong positive correlation between parental involvement and academic achievement irrespective of gender and the location of the institutions. The present findings are similar to the observations of Tiwari & Tiwari (2020), Talluri & Suneela (2017), and Singh & Mahajan (2021).

The present study has revealed that the differences in mean scores of parental involvement and academic achievement are significant in gender, i.e., between boys and girls, and for variation in location of the institutions, i.e., between municipal urban and rural areas. This indicates that in the urban sector, parents are more inclined and involved in their children's academic lives and intensely engage in the monitoring process than their rural counterparts. That may be so because of the higher awareness among urban parents. Also, urban schools are more active in developing and maintaining a strong relationship with guardians so that they can take an instrumental role in their children's education. The study of Prater et al. (1997) may be relevant here, which claimed frequent talking about school programs with their children, regular attending of school meetings, and interaction with teachers are reasons for strong relationships with guardians in urban areas. Parents of rural areas have also been found to be effective when they are well informed, which results in a strong positive relationship.

In developing countries, parents' differential treatment of sons, poverty, illiteracy and ignoring the importance of education are generally considered reasons for the girls' poor achievement (Gandhi Kingdon, 2002; Jensen, 2010; Talluri & Suneela, 2017). But, nowadays, the expansion of innovative educational programmes, parents' awareness of educating boys and girls, and increased female participation have also reduced the differences between boys and girls in our country. Girls are not behind boys in academic performance, particularly in school education. Parents also give equal importance to both boys and girls (Hadjar et al., 2014). Mukherjee & Pal (2017) have mentioned the positive impact brought by 'Kanyashree Prakalpa', a Conditional Cash Transfer mechanism which has prevented trafficking of girls and early child marriage. Moreover, such policy designs and subsequent programmes create a positive social perception and ambience among girls. It ensures better school enrolment, attendance and retention of girl children in the school system in West Bengal. The result of the present study highlights these facts: the parents give equal importance to their girl child along with the boys, girls engage in serious academic engagement, and girls perform better than boys.

Thus, parental involvement and academic achievement in geography show significant difference in terms of gender. Similarly, a significant difference between parental involvement and academic achievement in geography is also found in terms of habitat. At present, the rural-urban dichotomy has been reduced slowly due to the technological advancement of society, and many researchers have proved that the rural-urban difference is not a significant attribute for studying parental involvement and academic achievement (Singh & Mahajan, 2021; Rafiq et al., 2013; Vijaya et al., 2016). However, in the Indian context, there is still a substantial infrastructure gap between rural and urban areas. Clarke et al. (2017) have mentioned that higher parental association with their children's education in urban areas and better access to academic resources than in rural areas play a significant role in student academic achievement. The present research also highlighted a

significant difference in parental involvement and academic achievement in geography for upper primary students, as urban respondents scored better than those in rural areas. Such urban-rural differences in relation to parental care and academic achievement might be deeply rooted in societal context. What can be added to explain such empirical differences is that better education institutions, skilled teachers, coaching facilities, and comparatively better economic conditions in urban areas might be major contributors to higher academic achievement. However, the social ambience of the urban regions might have built a sound awareness among parents and made them ready so that they could take effective involvement in their children's education.

Conclusion

The research evidence accumulated over time has strongly advocated that while the parents have shown sincerity and a conducive attitude to their children's academic affairs, utilizing meaningful synergy with the school's ethos and developing functional communications with teachers have effectively impacted their children's academic performance. This could be done either by increasing the child's self-perception of cognitive competence directly and/ or by promoting positive student-teacher rapport (Topor et al., 2010). In the context of the growing complexity of neo-techno-sociological culture, teachers and other staff of the schools, along with the parents, need to be trained effectively to identify symptoms that indicate academic poverty and poor well-being (Mukherjee, 2021). The investigation on the impact of parental involvement on the academic achievement of upper primary students in Geography in Darjeeling and Cooch Behar districts of West Bengal has examined the nature of the relationship from different perspectives. The study has revealed a strong positive relationship between parents' involvement and the learning outcome of the learner. The study revealed that both gender and location of institutions that are urban-rural binary have played significant roles.

The present study is limited in terms of excluding intersex respondents to determine the impact of gender. On the other hand, the study covered only urban-rural dichotomy within Darjeeling and Cooch Behar districts. So, in-depth research needs to be done in future with a larger sample accommodating a broader geographical habitat to explore the intricacies of social factors in the context of the impact of parental involvement in their children's academic achievement.

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