

Understanding parental support in children's education  
at home

By

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EDU 603: M.Ed. Thesis

A thesis submitted to the BRAC Institute of Educational Development in partial  
fulfillment of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development  
BRAC University  
July 6, 2021

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## **Declaration**

It is hereby declared that-

1. The thesis submitted is my own original work while completing my degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through complete and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I have acknowledged all the main sources of assistance.

**Student's Full Name & Signature:**

A handwritten signature in black ink, appearing to read 'Shuva Karmaker', with a horizontal line extending to the right from the end of the signature.

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## Approval

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Of Spring 2021 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on June 27-29, 2021.

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## **Ethics Statement**

I, Shuva Karmaker, hereby declared that the thesis ‘Understanding parental support in children’s education at home’ is my original thesis that has not been previously published elsewhere. The work is on my exploration and study fully and honestly. The trustworthiness and conscientiousness were provided by ensuring the accuracy of the findings. Various ethical concerns were in this research, such as consent taking, the confidentiality of the participants, and comfortability concerning the interview. The participants have been informed of guidelines. The participants' names were used as pseudonyms and were not disclosed in this study. As the survey collects data about family or personal issues, or other problems almost related to children under 15, parents’ consent was asked and ensured. During the interview, the interviewer did not influence or interrupt their responses. There was no bias whereas interpreting the collected data. All the conversations were recorded, verified, and transcribed later to find the results. All consent documents and recordings are stored separately. All sources used are correctly disclosed with correct citation.

I agree with the above statements and declare that this submission follows BRAC Institute of Educational Development policies outlined in the Guide for Authors and the Ethical Statement.

Date:

## **Abstract**

Parental care at home is responsible for the early development of a child. This thesis investigated parental educational support at the home of primary schools students in Bangladesh. This study intends to explore the conceptions and knowledge about educational care and support of primary school students at home settings in the context of Bangladesh. A qualitative approach was used to collect data through the in-depth interview from 5parents' participants and five students participants. Thematic analysis was used to analyze the data. The result suggested that parents' approach, experience, educational abilities, home environment, and socio-economic condition are related to students learning and success and contributing to further improvement. The lack of awareness of children's educational care and abilities of both parents and family members and overloaded teaching staff are the major challenges of study at home.

**Keywords:** Parental involvement; home environment; parental support; parental level of education; academic performance; primary education in Bangladesh.

## **Dedication**

This Thesis is dedicated to my beloved parents for their unconditional love and support.

## **Acknowledgement**

My utmost gratitude to my advisor, Professor Dr. Manjuma Akhtar Mousumi, for her insightful guidance, and my committee member, Professor Nashida Ahmed, for their kind support during this study.

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## **List of Acronyms**

PI Parental Involvement

OECD Organization for Economic Co-operation and Development

SES Socio Economic Status

## **Glossary**

**Thesis:** An extended research paper is a part of the final exam process for a graduate degree. The document may also be classified as a project or collection of extended essays.

**Glossary:** An alphabetical list of key terms

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## Chapter 1

### Introduction and Background

#### 1.1 Introduction

Parental support refers here to the help provided by the parents to their children concerning their studies. It plays a key part in the education and academic performance of a child. Research has revealed that when parents are involved in their children's education, they support their children in being successful in school (King, 2012; Rapp & Duncan, 2012). Parental support at home is connected to students' academic performance; it is closely related to emotional, psychological, and educational support provided by parents and other family members at home. Hewison and Tizard (1982) stated that scores attained by children on academic achievement tests are strongly connected with factors such as family size, socioeconomic class, and material circumstances. Research findings by Driessen, Smit, & Slegers (2005) showed that a continuous effort of parental involvement during the child's schooling could progress academic achievement. Besides, adverse parental attitudes can stand due to the cultural beliefs that education is the only responsibility of the school, releasing parents of the accountability for student academic success (Baylor & Kim, 2007; Smith, Stern, & Shatrova, 2008; Wilson, 2009). Additional difficulties that hinder parental involvement are more individual and stem from the parents' interpretation of parental involvement (Wilson, 2009).

Preliminary studies conducted in the Bangladeshi context examine parents' involvement in children's education at home. This study looks at the parental home support for the education of primary school students comprehensive by concentrating on the concept of parental support at home and the barriers the students face getting education at home. I focused on children in remote rural communities in Bangladesh whose socioeconomic

condition sets them at an educational difficulty compared to children in urban and town sceneries. These children's parents are on low incomes, under-signified in society, less educated, and incline to be less involved in their children's education directly at home.

## **1.2 Research Topic**

**Research Topic:** Parental home support for the education of primary school students.

## **1.3 Statement of the Problem**

Research has revealed that parental involvement exerts influence on student academic success at every K-12 level (Hilgendorf, 2012; King, 2012; Lasky, 2011). Furthermore, research established that parental involvement varied as schoolchildren's educational levels change (Coombes, Allen, & McCall, 2012; Hilgendorf, 2012; Lasky, 2011; Lloyd-Smith & Baron, 2010). Parents who were dynamically involved in their children's education and encouraged children on the importance of education generally improved their children's school performance and admiration for education (Huang & Mason, 2018; Wilson, 2009). Their children were inclined to do more homework assignments, get higher test scores, and have fewer behaviour problems than those students whose parents were not involved (Banerjee, Harrell, & Johnson, 2011; Coombes, Allen, & McCall, 2012; Huang & Mason, 2018).

Kabir & Akter (2014) found that parental involvement in school in Bangladesh is limited to an inadequate number of activities. Usually, urban schools also organized an inadequate number of programs. Participants believed that activities help parents be to get engaged in children's education. So far, if there were any substantial differences in the views of parental involvement responsibilities, levels, and activities between parents at the elementary school levels or how parents differ in their views of their responsibilities toward parent involvement at home is unknown. Moreover, both rural teachers and parents often

struggle to understand the concept of parental involvement in the school and its benefits for both students and schools. In Bangladesh, a lack of parents' communication and involvement hinders parent participation in children's education. Smith, Stern, & Shatrova (2008) mentioned that the issues that contribute to this lack of communication include the failure to read, speak, and understand instruction properly in an academic or personal school setting and the view or belief of parents that they overcome their limitations by enquiring the authorities or keeping the rights of their children in school.

This researcher looks at the parental home support for the education of primary school students comprehensively by focusing on the idea of parental support at home in Bangladesh, variables and influential factors of home support, and the barriers the students face getting education at home.

#### **1.4 Research Questions**

**Research Topic:** Parental Home support for the education of Primary School Students.

1. How do parents involve children in educational activities at home?
2. What do the parents and children think about home education and classroom teaching?
3. What barriers do the parents face in providing education at home?

#### **1.5 Purpose of the Study**

The extent to which families encourage learning at home and involve themselves in their child's education is the best predictor of student success (PTA National(U.S.), 2000). Parents help shape children's mental, social, educational, and physical development so that they can succeed in school and beyond (Sharma, 2020).

This qualitative research aims to find out the key factors of parental support and care for students' educational achievements in primary education in the context of Bangladesh.



This study intends to explore the conceptions and knowledge about educational care and support of primary school students in home settings.

### **1.6 Significance of the Study**

Several studies have been directed on parental involvement in children's education, but a few on parental involvement at home in the Bangladeshi context. This study was different and significant because I wanted to find the nature and strength of how parents view their responsibility and offer their educational support regarding parental involvement of primary school students at home in Bangladesh.

The form of knowledge and growing literature in the area of education and parental involvement will be contributed by this study. This will also make way for more studies on parental responsibility in education. As significant, the study will give a clear understanding of the educational support and care at home students get from their parents. It will provide a clear understanding for the parents to take proper care of their child and helpful for the education officers and teachers to come up with sessions and support for children and parents. Furthermore, the finding of the study will drive me to conduct further analysis.

## Chapter 2

### Literature Review and Conceptual Framework:

The review of literature of this study contains themes of parents involvement as parents in children's education, their ability to learn, home-school collaboration, socioeconomic context, and pi in different demographic areas to understand and describe the connections among the factors of parental involvement, school connection, and academic performance of children and to categorize the previous studies on different countries. These five themes are designed to present the available literature on parental involvement in education at home. Each theme affects and impacts one another continuously.

**01. Parent's Role in Children's Education:** Parents are considered a child's first and most permanent educator. A wide range of constructive child outcomes in primary and high schools, such as good academic skills, positive attitudes, and social competence, are associated with parental involvement (Laua, Lia, & Raoa, 2011). Though the home is a place of relaxation and an opportunity to disconnect from school, parents' educational support at home affects children's academic and mental progress.

Parents' belief in their ability to help their children, views of their role in children's education and intelligence, and how children learn and develop their abilities are crucial to parental involvement (Hoover-Dempsey & Sandler, 1997). Parents' perceptions of urgency for involvement and current life contexts are related to each other, affecting children's educational achievement. Hornby and R. Lafaele (2011) point out that a low level of belief in parents' ability to help their children can avoid communication with schools. They think that positive outcomes for their children will not bring by such involvement. Language can also be a barrier when the language of instruction is not their first language. Some parents, while helping their children lack self-confidence, because

they feel they cannot communicate efficiently with teachers. For others, it may arise from their children's previous school negative experiences or behavioural complications during their education. Ghilay, Israel, & Ghilay (2015) mentioned that parents believing that they have not developed sufficient academic competence to help their children effectively might be why parents lack confidence. "Parents play a crucial role in providing learning opportunities at home and linking children's school learning with what happens somewhere else. Parents become a vital factor in children's overall education by being active in and facilitating diverse learning experiences and activities outside the school (Emerson, Fear, Fox, & Sanders, 2012)." Nokali, Bachman, & Votruba-Drzal (2011) found that when parents got involvement in children's' schoolwork, children perform better. Like the way, Hayakawa, Giovanelli, Englund, & Reynolds (2016) discovered that children with higher involved parents have higher rates of substance use and delinquent acts compared to children whose parents are less uninvolved.

The students would do homework because it helps them consolidate the content taught (Marina, Paula, Carla, Ana, & Celeste, 2016). O'Higgins, Sebba, & Gardner (2017) found significant heterogeneity related to educational achievement for children. There are many factors associated with offering care and support to a child for a better education. Family, ethnic minority status, gender, and special educational needs constantly predict the poor educational outcomes of children. Children learn primarily from their parents at home (Fisher, 2020). Parents are a child's first teachers, and home is their first classroom (Abelardo Villarreal, 2005). Family involvement in learning helps to reduce absenteeism, improve student performance, and bring parents' confidence in their children's education (García & Otha, 2014). Students who have parents or caregivers involved in their education have better social skills, earn higher grades and test scores, and show improved behaviour (Nokali, Bachman, & Votruba-Drzal, 2011).

**02. Children's ability to learn:** Children's age, gifts and talents, behavioural problems, and learning difficulties and disabilities can be facilitating factors or barriers for parental involvement (Hornby & Lafaele, 2011). The children tend to pursue parents' emotional care when they face any academic difficulties at school. A study by Repetti (1996) showed that-

“Children described themselves as more demanding and difficult with their parents on days in which they had earlier perceived more problems with peers, such as being teased by another child or feeling excluded by friends, or more academic problems, such as receiving a poor grade or having difficulty with schoolwork (p. 1477).”

Studies have shown that parental support aspects have an important influence on positive self-image, which is statistically related to students' academic achievement (Franco & Levitt, 1998; Gonzalez-pienda, et al., 2002; Mahaffy, 2004). Similarly, McMartin (1995) showed that failure in school carries a substantial role in forming a child's negative self-regard. The conflict between school and parents is almost inevitable when behaviour problems become so severe that schools consider expulsion or suspension. It presents a formidable barrier to meaningful parental involvement (Parsons, 1999). “Educational researchers found a connection between family involvement and academic achievement across fifty different studies on parental engagement (Hill & Tyson, 2009).” Another study by Dearing, Kreider, Simpkins, & Weiss (2006) stated that the earlier educators establish parent engagement, the more effective they are in raising student performance. A strong foundation for student success and future engagement opportunities build when parent partnerships are formed during elementary school years (Dearing, Kreider, Simpkins, & Weiss, 2006).

Teacher improves morale when teachers can prepare parents to assist with homework or academic concepts and think highly of teachers. Knowing more about a student's family life can also help teachers prepare better-suited lessons for students' needs or interact more efficiently with families because students with engaged parents receive more support and perform better in the classroom as a whole (Henderson & Berla, 1995). Parent engagement also decreases chronic absenteeism or missing more than twenty days of a school year. Students with engaged parents report fewer school days missed overall even after accounting for the grade level and previous absences (Sheldon & Epstein, 2004). Fan (2010) indicated that children also perform well and grow a sense of responsibility gradually growing older. The research study also revealed that the students with academically high-expected parents accelerated faster in their academic growth during the transition period of middle to high grades and performed better from the beginning of their academic year.

03. **Home-School Collaboration:** Interactions and roles of parents and teachers are frequently shaped by differing expectations and vested interests (Wolfendale, 1983). Parents-teacher goals and agendas, differing attitudes, and communication mediums are influential for children's educational achievement. Adelman (1992), in discussing the impact of these differing goals, considers that home-school relationships are based upon an agenda of socialization, where schools attempt to shape parental attitudes and practices so that they facilitate schooling. Generally, parents are not directly involved in the teaching-learning activities in school. They are only expected to provide financial and other material support for the children's schooling. Maccoby (2000) concludes that the interactions among parents and their children are influenced by the socioeconomic and cultural factors of that particular society in which they survive. According to Carol K. Sigelman (1991), parents are the primary influence in a child's

life. Parent involvement starts from birth and continues to adulthood. Parents must be seen not as external parties but as full partners in the school community. Empirical evidence suggests that parent's involvement in their children's schoolwork is positively related to academic success. In other words, parents who help with their children's homework and check their schoolwork tend to develop an excellent home-school linkage which is highly essential for children's success. Friedman (2000) stated that parents could help children establish good learning habits and promote active lifelong learning by completing their homework. Such parental involvement seems to motivate children because children believe that they do better in school when their parents help them with their homework even though they express mixed feelings about how much they enjoy working with their parents.

“As well as school-based parental involvement being beneficial to students and a recognized medium for parent-student mentoring relationships, research has also emphasized how Parental Involvement in the student's mesosystem is integral to teacher-parent relationships (Borgonovi & Montt, 2012; Hancock, Dyk, & Jones, 2012; Graham-Clay, 2005; Tan & Goldberg, 2009).”

In 2005 Graham-Clay stated that a sense of community and collaboration between home and school build fundamentally through parental involvement in school-based activities. Six years later, Hornby and Lafaele echoed Graham-Clay's (2005) research in 2011, depicting how parental involvement in school-based activities can progress the school environment and better teacher-parent relationships. Borgonovi and Montt (2012) paralleled this research three years ago when they issued wide-ranging data about how proficient teacher-parent relationships increase school-based collaboration and student performance. Graham-Clay (2005) also found that an increased level of trust within the wider community builds when teachers inspire positive communication with parents. A

paralleled finding by Carrington and McArthur (2010) emphasizes building positive relationships between schools and communities.

**04. Socioeconomic Context:** Social, historical, demographic, political, economical issues are also largely accepted parts of our school culture which are also influential for teachers and parents to collaborate more (Hornby & Lafaele, 2011). “The socioeconomic status reflects and is measured by the social and economic status of family members. People generally believe a strong and stable correlation between socio-economic status and children’s academic achievement and cognitive development (Bradley & Corwyn, 2002; Lareau, 2011).” Several researchers have revealed that family background aspects play a more significant role than schools and can explain most of the differences in students’ academic achievement (Arnold & Doctoroff, 2003; Reardon & Bischoff, 2011; Berkowitz, Moore, Astor, & Benbenishty, 2016; Lawson & Farah, 2017). The constructive correlation between academic achievement and socioeconomic status is constant across races and remains from childhood to youth (Mpofu & Van De Vijver, 2000; Wößmann, 2005 ; Aikens & Barbarin, 2008; Caro, McDonald, & Willms, 2009; Kieffer, 2012; Ren & Xin, 2013). Nevertheless, on reverse, some studies have shown that socioeconomic status has little or no significance for academic achievement (Rech & Stevens, 1996; Seyfried, 1998; Ripple & Luthar, 2000). White (1982) directed a meta-analysis where with an average of 0.35 and a medium of 0.25, almost 200 studies displayed a constructive correlation between academic achievement and socioeconomic status. Sirin (2005) made another meta-analysis of more than 70 studies published from 1990 to 2000 that found no high correlation between academic success and socioeconomic status. There the medium was 0.24, and the average was 0.29. These meta-analyses showed that the variables, including students' characteristics, the definition and measuring method of

SES, and the measuring index of academic achievement moderated the connection. Students' characteristics of age, grade, race, or ethnicity are seen as significant moderator variables. Various longitudinal studies revealed that the lower children's socioeconomic status is, the worse their academic achievement. This relation was consistent across ages of children (Walker, Greenwood, Hart, & Carta, 1994; Pungello, Kupersmidt, Burchinal, & Patterson, 1996). However, both meta-analyses disclosed that over time this relation reduced gradually (White, 1982; Sirin, 2005).

Mercy and Steelman (1982) claimed that although the mother's educational attainment acted as a better predictor than the fathers, family income and parents' education level as indicators of socioeconomic status could all predict children's intelligence score. It is clear that diverse components of socioeconomic status could affect several aspects of children's academic achievement and specific cognitive skills (Parcel & Menaghan, 1990). Warner et al. (1949) proposed an index of status features that includes four dimensions – accommodation, living area, occupation, and income—adopted broadly in the early stage of the study field. Several researchers have also used a two-factor index of social positioning the cumulative academic interest in the role of parents' education level and profession (Hollingshead & Redlich, 1958). Duncan's (1961) Socioeconomic Index (SEI) model assessments SES based on each occupation's income and education level.

Zhang et al. (2013) found that socioeconomic status contributed to phonological skills and vocabulary variance in the early developmental stages. The influence of socioeconomic status on children's academic achievement tends to be indirect, initiating changes in some other factors (Bradley & Corwyn, 2002). Non-financial factors and material and social resources given by the family are important for



children's academic success (Kim & Rohner, 2002; Tsui, 2005). Cognitive development and academic achievement through a series of family environment variables such as parenting ideas and behaviours, parents' educational expectations, and the parent-child relationship are also influenced by socioeconomic status (Bradley R. H., et al., 2001; Yeung, Linver, & Brooks-Gunn, 2002). Hess and Holloway (1984) recognized that the relation between parents and children is one of the important variables relating socioeconomic factors to school achievement based on an analysis from preschool, primary, and grade school children studies.

The relationship between children's reading ability and socio-economic status is complex. The parent-child relationship may be considered a "bridge" between them. Family SES reflects the social and economic resources that parents can provide (Bradley & Corwyn, 2002). Parents' cognitive and reactive modes can be affected by the family members and society (Duncan, Brooks-Gunn, & Klebanov, 1994). Parents in low SES families face more economic crisis and emotional exhaustion consistent with the family stress model, associated with low income and self-efficacy (Conger & Donnellan, 2007), which may cause parents to use unkind and undesirable strategies to get accompanied by their children that affect an undesirable parent-child relationship (McLoyd, 1990; Conger, Ge, H., O., & Simons, 1994). The undesirable relationship may hamper the children's beneficial psychological circumstances that help to build their cognitive growth. Previous research has proved that socioeconomic status positively correlates ( $r = 0.27$ ) with parent-child connectedness (Clark & Ladd, 2000). By contrast, families with high socio-economic status have much more energy, time, and education knowledge. The families are motivated to express more affection and warmth to foster a favourable parent-child relationship (Kraus, Piff, Mendoza-Denton, Rheinschmidt, & Keltner, 2012; Dixson, Keltner, Worrell, & Mello, 2017).

Constructive parent-child relationships or interactions are interrelated with good reading ability growth (Chan, 1981). Lau and Leung (1992) found that better relationships with school peers and parents lead to the developed academic performance of students, with higher final exam scores, higher class rank, and higher scores on Chinese, English, mathematics, physical education, and music.

The effect of socio-economic status on academic success is not similar for every student. Demographic factors such as age, race, grade, and external supporting variables such as family, school, and community, are most often considered moderating variables (White, 1982; Bradley & Corwyn, 2002; Sirin, 2005). Low socioeconomic status is also an undesirable condition, moderating the relation between socioeconomic status and reading ability. Motivation could be more vital for low socioeconomic status than the higher children. Kim et al. (2017; 2018) directed a sequence of longitudinal studies to explore why eighth or ninth-grade adults in Dalian City, China, in 1999 believed that their richer classmates were more likely to do worse academically than their poorer middle-school classmates. Interviews with 48 participants found that students of richer parents were not as motivated in contrast with poorer parents' rising upward through academic achievement. Research studies showed that socio-economic status is strongly correlated with parents' educational motivation and ambition. Khan, Khan, & Zubairi (1999) stated that "interacting with and sharing the child's activities is affected by the level of parent's education and income (p. 92)." Most illiterate parents in families with low socioeconomic status do not understand their children's education requirements. Some poor parents try to make the best arrangements for doing their home assignments and helping them in their studies. In contrast, others rely on school for their children's education. They have a scarcity of enough resources to spend extra money on home tuition for their

children. These result in the poor academic achievement of their children (Chohan & Khan, 2010).

Different methods were used to measure socioeconomic status. It is not strange that other studies can draw different or even opposite conclusions as the effect factors of academic success are quite complicated (Chen, Kong, Gao, & Mo, 2018). Similarly, in the meta-analyses conducted by White (1982) and Sirin (2005), the study found that the correlation constant of socioeconomic status and reading ability was 0.35. Chen, Kong, Gao, & Mo (2018) also found that the indirect effect of socioeconomic status on reading ability occupied a lesser percentage of the total development than the direct effect. Thus it is clear that socioeconomic status affects reading ability.

Family income is most strongly related to most disadvantaged children's brain structure and cognitive growth. Lower-income families may not provide required living belongings to their children, such as a study corner, a house, or a personal computer and other additions such as extracurricular materials, books, newspapers, and magazines (Chen, Kong, Gao, & Mo, 2018). Given the study results, it is concluded that students' reading ability is correlated with family socioeconomic status. The developed the parents' income, education level, and occupational prestige is, the advanced the children's reading ability, and the other way around. The productive link between children's achievement and socioeconomic status is well established (White, 1982; McLoyd, 1998; Sirin, 2005). Poverty and low socioeconomic status for a range of adverse child outcomes, including low IQ, educational attainment and achievement, and increased social-emotional problems, are connected with each other.

Regarding occupation, low occupation status or prestige generally indicates heavy physical labour, extensive working hours, low wages, and unstable working opportunities (with a relatively high chance of being laid off). This may impel parents to spend time and energy that would otherwise be directed toward supporting their children's studies. The previous study has shown that parents' occupational prestige is related to their participation and engagement activities with their children, positively associated with children's achievement (Marsiglio, 1991; Hill, et al., 2004).

The study's findings by Okpala, Okpala, & Smith (2001) also support the view that economic circumstances are significantly correlated with academic achievement.

Research studies indicated that the nature of parental support changes at different age levels of children. Gonzalez-pienda et al. (2002) have found that parental support is likely to decrease as children move from primary to middle and then to high school.

**05. Parental Involvement in Different Demographics Areas:** In-household settings, the learning processes occur explicitly or consciously, often in an informal way. Parents teach and train children early in their lives the fundamental skills, attitudes, and values necessary for day-to-day living (UNESCO-IIEP, 1992). The unwritten knowledge being conveyed by parents to their children is specific and, to a certain degree, specialized. Fan (2010) demonstrated that parents' educational aspirations for their children were strongly related to students' academic growth. Research studies by Chaudhry & Malik (1999) have found that parental educational level significantly impacts a child's learning.

Similarly, Schneider & Lee (1990) linked the academic success of the East Asian students to the values and aspirations they share with their parents and the home learning activities in which their parents are involved with them. All parents have

wanted to do something improved for their children according to their available resources. However, the extent and effectiveness of parental support depend on various reasons, such as ethnicity, family income, home environment, and awareness about the importance of education (Hornby & Lafaele, 2011). Several pieces of research in Western countries have shown that promoting parental involvement has significant benefits for the enhancement of students' learning outcomes (Bourdieu, 1985; Coleman, 1988; Coleman, 1994; Epstein & Lee, 1995; Ho Sui-Chu & Willms, 1996; Hoover-Dempsey & Sandler, 1997). Recent studies directed in Hong Kong, South Korea, Taiwan, and Singapore have discovered that "instead of participating and intervening in school teaching, Asian parents prefer to invest additional resources and time in-home efforts to help their children (Cheng, 1997; Ho, 1999; Shen, Pang, Tsoi, Yip, & Yung, 1994)." Studies have revealed that the involvement and investment of Asian parents at home is not limited by family resources (Coleman, 1987). Asian parents from lower social classes with limited education would maximize their involvement and investment within their limited resources.

A study by Brownlee (2015) found that Parental Involvement in school-based activities is a particularly contemporary educational issue in New Zealand due to the varying demographics. Through 17% of primary school children not being born in New Zealand (Wiarda, 2015), teachers need to be respectful and inclusive of all cultures and families in the school community (Carrington & MacArthur, 2010); (Fraser & McGee, 2008; Hornby & Lafaele, 2011). HO (2003) posited the argument that neither "family deficiency theory" nor "institutional discrimination theory" can explain the links between children's success and parental involvement in the Asian cultural context. Irrespective of their social origin, Asian parents tend to be actively involved at home. They spend a lot of time with their child at home and provide

learning support (Stevenson, et al., 1990, pp. i+iii-vi+1-119). As Stevenson and Lee (1990) claimed, “even mothers with little education would effectively perform their role in supervising their children’s homework in Chinese families.”

Furthermore, when Chinese children met problems doing their schoolwork, the families generally required someone available among the other relatives and siblings to support their children. Coleman (1987) claimed that-

“This kind of family involvement was the valuable ‘social capital’ that contributed to the academic success of Asian immigrant students. The institutional discrimination theory cannot, furthermore, explain the extent of parental involvement in Asian culture.”

Nevertheless, the perceptions, attitudes, perceived social influence, environmental factors, experienced self-efficacy, and skills of parents and teachers, as well as the other party’s contribution to parents’ involvement, differ. A study in India conducted by Hogenhout (2018) indicates that parental involvement initiatives at schools and parents’ involvement are important. Stevenson and Stigler (1992) discovered –

“Japanese and Chinese people appeared to maintain a relatively sharp differentiation between the functions of school and home. Schools are primarily held responsible for developing academic skills and the social skills required for integration into group life; the home is responsible for supporting the school’s role and providing a healthy emotional environment for the child.” In brief, the following studies showed the parent and teacher domain in the Asian cultural context.

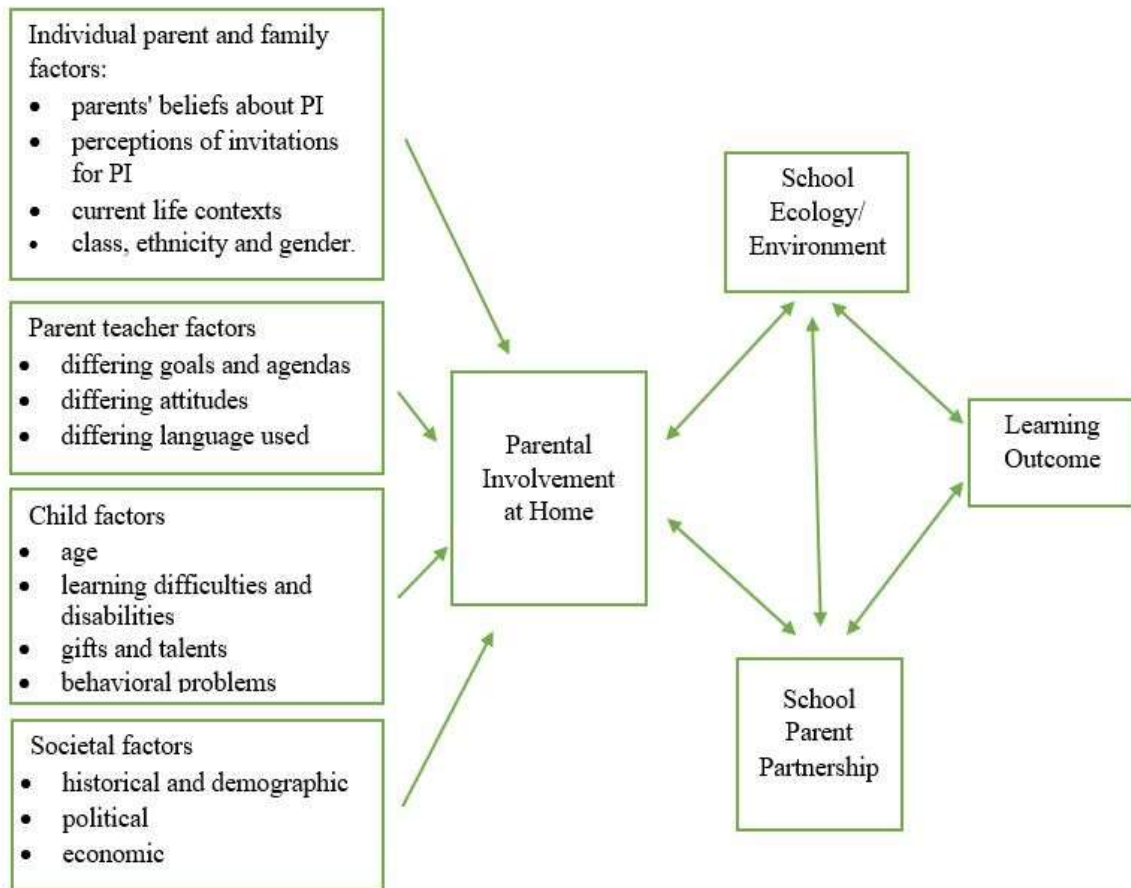
A report on Primary Education of Bangladesh shows that enrollment at the primary level will be useless if the quality of education and support at home is not ensured

(Jasim, 2019). In a country where nearly 20% of the population is still illiterate, it is very hard for children to seek proper guidance in academic matters after school hours. The country's net enrollment rate at the primary school level increased from 80 percent in 2000 to 98 percent in 2015 (The World Bank, 2016). Despite this success rate and government efforts to engage parents in students' education, it is not effective for successful parental educational involvement at home. A study conducted by Voorhis (2003) demonstrated that those students who reported more parental participation in daily homework do their homework assignments more regularly. The findings of this study support the effects of family involvement in student accomplishments in the middle grades. After a remarkably inclusive literature review, researchers could not find any such analysis identified with the current exploration issues of students' home educational care in the context of primary education in Bangladesh (Mohit Prodhan, 2016).

Thus, the parent education to help with students' education, parent views about the children's education, family mentality, and environment, cultural or socioeconomic differences, relation differences between parents and teachers were considered to investigate the parental home support for the education of primary school's students in Bangladesh. This study pursues to advance the study of the effects of parental involvement at home on the academic achievement of Bangladeshi students. It aims to analyze how parental involvement at home influences children's academic achievement.

### 2.3 Conceptual framework

The study will be conducted following the framework;



*Figure 1: Conceptual Framework*

This study involved a conceptual framework in understanding the connections among parental involvement, parental home support attributes, school connection, and children's academic performance. As Punch (2014) explained, a conceptual framework represents the main concepts or variables and their presumed relationship. Out of the many factors related to parental involvement in education at home, the conceptual framework in this study focused on the factors that could be considered most relevant to primary-level students. Effective parental involvement could consist of certain aspects, which Hornby & Lafaele (2011) categorize as individual parent and family factors, parent-teacher factors, child factors, and



societal factors (Figure 1). This theory emphasized four interactive levels of parental involvement, of which each factor impacts and impacts one another continuously.

This model's significance in reviewing the literature on parental involvement at home highlights children's academic success and inclusive education factors. The importance of strong collaboration between parents and school for students' best learning outcomes is also supported throughout the literature on parents' engagement. This paper suggests a conceptual framework using the contextual approach and Hornby & Lafaele's (2011) model of factors acting as limitations to parents' involvement (Figure 1) based on the literature review and the multidimensional nature of parental involvement.

The parents' involvement from both parents' and students' perceptions has been demonstrated by this framework. The model reveals that parents are fully responsible for their children's learning accomplishments which shows that human and socio-cultural capital such as parents' educational level, socioeconomic status, gender, marital status, and cultural background are required factors that raise parents' positive views on educating children and participation in their children's education at home. The model also demonstrates the functions of psychological variables like parents' self-efficacy, perception, beliefs, and views towards teachers' method of communication that impact their level of involvement with the school and the learners' learning outcome. This correlates eventually with academic success and positive school behaviour. Therefore, this model proposes that it will ultimately lead to children's successful academic achievement when parents hold a strong efficacy, favorable role structure, and overcome the barriers by life setting variables.

## **Chapter 3**

### **Methodology**

#### **3.1 Research Approach**

This thesis is aimed at gaining a deep understanding of parental involvement in children's education at home. The nature of the study is exploration; subsequently, the research approach has been selected as the qualitative method.

#### **3.2 Research Site**

This research has been conducted at two primary schools located at Raipur Thana in Lakshmipur District. The literacy rate in Lakshmipur District is 42.93% Male = 44.24%, Female 41.66% (Lakshmipur District, at a glance, and general information, 2020). It is evident from the education statistics that Lakshmipur has a low literacy rate. Schools in the rural area of Raipur Thana serve the majority of the less-educated and economically deprived population (Lakshmipur District, at a glance, and general information, 2020). On the other hand, more affluent families of this area send their children to private schools in Dhaka or urban cities for better education. The selected govt. Primary schools usually have students from low socio-economic backgrounds, which satisfy research population needs.

#### **3.3 Research Participants**

The study solely depends on the students' viewpoint, and the main participants are government primary school students and their parents from the government primary schools' research site. A total sample of 5 students of two primary schools of Raipur Thana in Lakshmipur District and five parents will be participants of this research. Purposive sampling selected 10 participants with a focus on variation of gender, family background, and income.

### 3.4 Sampling Procedure

To collect data, I spent three weeks at Raipur, Lakshampur, from Feb 10 to March 3, 2021, for the study. A research assistant was appointed to help with the data collection. After approval of the initial research plan and methodology, sampling for participants was initiated. The process was continued by receiving contacts from a teacher at a primary school to a key person in Lakshampur. The second phase consisted of phone communication discussing and sorting potential participants for the study, enabling outlining what grounds the one in one interview could be made valid. A Purposive sampling led to the selection of all participants partaking from the area. Different opportunities were presented amongst participants (students and parents) at the semi-structured interview interested in participating in the current study. However, the grounds for comparison considered socioeconomic characteristics of the participants were located in educational backgrounds, the number of family members and children, and the general interest and experience of parental educational support for the education of primary students in the thesis area.

### 3.5 Data Collection Methods

A semi-structured interview was used as the data collection method for this study consisting of ten participants total, with five parents and five students. The participants live in the same area. The complete data set collected through the interviews consists of ten interviews with ten participants, where each interview lasted for about 40-50 minutes. An assistant and a primary school teacher of the area assisted in taking the interviews and collect the data.

Parent Participants	Age	Education	Occupation	Gender
Setu	22	SSC	Housewife	Female

Alo	40	Class 9	Housewife	Female
Mirza	45	BA	Medical Worker	Male
Mumu	40+	Class 9	Housewife	Female
Dilara	40+	BA	Home Tutor and Housewife	Female

*Table 1: Demographic information of the parent participants*

Student Participants	Age	Education	Occupation	Gender	Income of parents
Janet	6	Class 2	Student	Female	15000-20000 TK
Tonni	9	Class 4	Student	Female	25000-30000 TK
Lima	9	Class 4	Student	Female	20000-25000 TK
Abdullah	7	Class 2	Student	Male	25000-30000 TK
Helal	6	Class 1	Student	Male	25000-30000 TK

*Table 2: Demographic information of the student participant*

### **3.5.1 Interview method**

The data was collected in February 2021. To collect data, I stayed three weeks at Raipur, Lakshampur, from Feb 10 to March 3, 2021, for the study. The research assistant and I contacted a local primary school teacher to get the names, contact addresses and help to access the participants. A consent letter was given to the interviewee beforehand. The parent's interview was taken first and then students. As this research involved students under 18 ages, I took the parents' consent first to interview the students. Based on their responses, I found that most of them could give interviews on Thursday or Friday. The schedule was set for 25, 26<sup>th</sup>, and 27<sup>th</sup> February sent them an invitation for a one-on-one interview. The

participants were interviewed according to their convenient time. Ten individual interviews were taken in person at the concerned participants' house in the Lakshmpur area within the timeline. I had 5 participants interviewed on the 25 & 26<sup>th</sup> and the other five interviewed on the 27<sup>th</sup>. All the parent's participants are aged from 21-55 years old, and the students are from 7-10 years old. Their educational backgrounds varied, including secondary education and madrasa diplomas, masters, and various teaching educations. Though the projected time of each interview was 30 minutes, it took longer (45+ minutes on average).

It was estimated that the first interview would be enough to get adequate data, but a series of phone interviews also needed to combine all the information. The first series of interviews explored parents' ideas and personal histories related to identify the parental support in education at home. The conversations of the interviews were recorded by Phone recorder with their prior permission, which was transcribed as soon as possible. All interviews have been anonymized, fully transcribed, and given a code name. The school teacher helped me and the research assistant to transcribe and interview the participants more accurately. Proper health guidelines from the Ministry of Health, Bangladesh, have been followed to maintain the proper safety of the participants during this pandemic time.

### **3.6 Role of the Researcher**

From February 20, 2021, I studied the participation of parents in their children's education in a home setting. It has been easy for me to relate fast, as I was a teacher at one point in my life. It is important to acknowledge my own experience as a primary school teacher in this study. I recognized and challenged the need for parents' collaboration and engagement in children's education at home as a product of my life experiences in education. Moreover, my awareness mostly focused on students' educational support and guidance at home, where the children mostly learn from there rather than my participation as a teacher.

During my in-depth interviewing process, I tried to be mindful that I am a researcher in this particular context. I should not be playing the role of a teacher. However, I also faced challenges in collecting all the information together. I had to contact them later for some missing information. I struggled to collect the necessary information at a time.

I learned about the need for parents' perception when conducting the interviews, each running for about 45 minutes. The Listening Guide interview method was followed during my interview process and analysis of the data. Brown, Gilligan, and colleagues first developed the Listening Guide through a widespread study on girls' relationships (Woodcock, *The Listening Guide: A How-To Approach on Ways to Promote Educational Democracy*, 2016). In this approach, interviewing the youth was set. Firstly the interviewer listens carefully to the interviewee's narrative, rather than dictating intentionally or unintentionally. Then there had to be aware of using own prejudices, relational dynamics, and interpretive lenses to influence the collection and analysis of data (Mikel, Gilligan, & Carol, 1990; Woodcock, 2016). The interview method was developed from the understanding to acknowledge the power to listen, name, and potentially misrepresent the words. The Listening Guide method is an impulsive exercise of interviewing that allows youth to discover and express their findings.

Phone Audio Recorder was used to prevent the loss of the data. The interview data were collected in three weeks. The study group and the setting of the conducted research were described detailly. A semi-structured interview procedure designed by me about the role of parents in students' education was used. All the respondents seem to be very affirmative in expressing teachers' contribution to their overall studies. Everyone was speaking in a very reverential tone. Students were expressing their thoughts independently. The procedure contained questions about participants' views of the school, their choice to conduct children's

study, the role of family members and teachers in supporting their children's education. As the first interview unfolded, I was eager to deeply review the theme of parents' perception and participation. This intention possibly conveyed to participants that I believed this theme was most important. In addition, I have been positioned as an adult and researcher at a prestigious university. The interview's relational dynamics compelled the participants to answer my questions in ways that supported my assumptions about the research. As I became aware of the relational dynamics, I followed the Listening Guide method to adapt my strategy, kept my beliefs aside, and let the participants tell the story. I first read the interview transcripts, then listened to the participants' narratives and 'who, what, when, and where' and the basic storyline. I also paid close attention to the inconsistent repeated words and images, as well as listened to the participants' language to tell their stories.

I listened to how the parents and students expressed themselves during the second reading. I experimented with separating everyone's statements into what (Edwards, Rosalind, Weller, & Susie (2015) refers to as 'I-poems' (I guess/I just felt/I don't know know/I've never seen). This activity was not for imposing pre-existing self-perception on the data but to consider how the participants used their language in distinctive ways to stand themselves within their story. Following this, narrative summaries of the transcripts were created to decrease the data to wieldy sizes preserving the natural narrative (Miller, 1991). This process of making narrative summaries involved three steps: (1) defining a narrative; (2) briefing that narrative; and (3) and exploring all the collected narrative summaries and categorizing similar themes (Way, 1998, pp. 35,36). My first reading of the narrative summaries emerged the themes of family concern, parents-teacher-students' relationship, and social responsibility. I used three different colour highlighters to mark how and where each of the three themes frequently appeared for the third and fourth readings of the transcripts.

As a postgraduate student and under the mentorship of my professor and colleagues, I deeply engaged myself in the necessary critical reflective work and the study of critical theory to put myself in these processes and recognize the harmful impact of my actions. The advantage of the time for self-study and growth is a privilege afforded to me. I must identify the access and restrictions of participants' lives, histories, and sociocultural contexts and avoid critiquing their participation. Researchers are always committed to working with teachers, parents, and students participants. In this paper, the perception and involvement of parental home support for students at home were sought. Simultaneously, I am aware not to ignore the effect of these procedures on the participants. I endeavored to honour the participant's vulnerability in the research process by highlighting support or struggle to critical analysis and marginalization. I sought a more extensive thought of how perception is exercised in parents' minds to support their children.

### **3.7 Data Analysis**

Data has been analyzed by thematic analysis procedure where all the data has been analyzed in themes described in the research tool area. Thematic analysis is commonly used in the qualitative data analysis approach in psychology (Braun & Clarke, 2006), health care (Braun & Clarke, 2006), and many other fields (Boyatzis, 1998). The thematic study was chosen to collect information that is qualitative in nature. At first, data will be grouped under their themes. Individual parent and family factors, child factors, parent-teacher factors, and societal factors are categorized as effective parental involvement theory by Hornby & Lafaele (2011). This theory emphasized four interactive stages of parental involvement, of which each factor influences and impacts one another continuously. The approach includes the parents' views on the roles of learning. The beliefs parents have in their parenting roles, parents' expectations of children's academic outcomes, children's learning difficulties and disabilities, behavioural problems, economic, historical, and demographic issues, and schools'



expectations for families in getting academically involved (Hornby & Lafaele, 2011).”

Following those factors, parents’ belief and perception of their role, parent-teacher collaboration, parent’s perspective toward school, child factors, societal factors were selected as themes to analyze their relevance and validity. In the end, the data were analyzed in a descriptive way to find out underlying information for each theme.

### **3.8 Ethical Issues and Concerns**

By ensuring the accuracy of findings, trustworthiness and rigour were ensured. In doing so, multiple approaches had employed in this qualitative study. For example, member checking, presenting discrepant data and clarifying biases beforehand. A primary school teacher in the research area was contacted about the interview. All participants were also informed of regulations. They were given a consent paper and asked for consent before their interviews. The nature of the study was also discussed with the parents. The participants' names are used in this study as pseudonyms. Since the nature of the study includes collecting data about family or personal issues, or other issues practically related to children under 15, parental consent was collected. Pseudo names have encrypted the participants' names and descriptions. They were asked to talk freely and share their ideas. The interviewer did not interrupt or try to influence their answer. All consent forms and recordings are stored separately.

### **3.9 Credibility and Rigor**

As I mentioned throughout the ‘Methodology’ section, the data collection methods and tools were selected purposefully. This approach helps to incorporate participants’ voices, interpret data, validate the analysis process, and pay relentless attention to the socio-cultural context they lived. Embedded member checks such as the dialogical exchange around the

interview audio clips were included in this process. I feel decentered when participants led their ideas openly.

I also kept a peer debriefer and a journal to recheck my activities. It helped me follow up and execute the activities properly, understand how specific codes were raised, and compare data sources and themes. After visiting the research sites in the notebook, I recorded my initial reactions, intuitions, and reflections. By ensuring the accuracy of findings, trustworthiness and rigour are kept ensured. In doing so, multiple approaches had been employed in this qualitative study. For example, member checking, presenting discrepant data and clarifying biases beforehand.

### **3.10 Limitations of the study**

This research demanded in-person interviews to collect more reliable data from primary sources. Since the data was collected through in-person interviews with proper safety measures, it causes some technical problems. The basic limitation of the study is the lack of time and funds to interview or involve more participants. I wanted to involve the school teacher and observe a parents-school meeting to observe the collaboration. Still, as the schools have been closed from March 2020, no classes have been scheduled for the next three months, and still unsure about the reopening, I had to use only semi-structured interviews in the state of observation checklist for data collection. That could have had hindered getting real data, requiring extensive resources, training, and time to conduct an open-ended interview. I faced another problem when I found some lacking data. Hence, the participants and the local teacher were contacted again through phone calls to collect those data.

Moreover, there originated the need of taking interviews via phone calling or online, and as the participants generally used local dialect while speaking; therefore, a research assistant and a teacher were employed for interpretation purposes, which been more than

usual for me as well as participants as I had no external funding. I was bound to complete the whole study within a minimal time.

## **Chapter 4**

### **Results**

#### **4.1 Introduction**

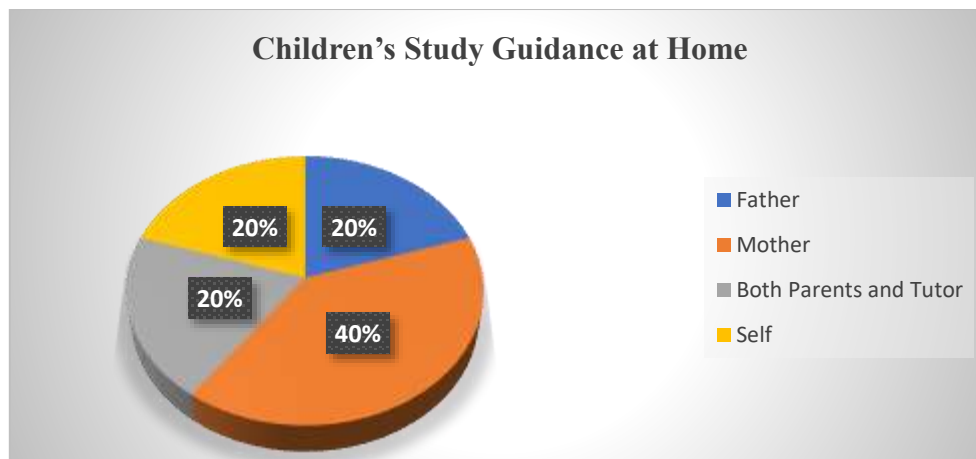
I expected that educational home support in Bangladesh tends to evident variances in parent's engagement in school activities, social status, educational qualification, and gender. The central subject matter of this paper is about conflicts in parents' views and support, as parents' viewpoints are relatively historically, socially, and culturally destined.

This thesis explored the perceptions and attitudes of parental support at home and the barriers the students face getting education at home related to parental involvement in Bangladesh by exploring four elements related to parental involvement. They are individual parent and family, child, parent-teacher, and societal factors. These factors include the parents' views on the roles of education; the beliefs parents have in their parenting roles, parents' expectations of children's academic outcomes, children's learning difficulties, and disabilities, behavioural problems, economic, historical, and demographic issues (Hornby & Lafaele, 2011). This study intends to understand parental involvement and barriers factors and suggest the best ways exceptional to each course of parental involvement. The study will suggest an answer to the above question based on these thoughtful exceptions: how do parents involve children in educational activities at home, what do the parents and children think about home education and classroom teaching, what barriers do the parents face in providing education at home. In this paper, I attempted to examine this topic. In focusing on the perceptions and attitudes of parental support at home and the barriers the students face

getting an education at home, this thesis investigated the parental home support for the education of primary school students in Bangladesh.

**01. Parents' Belief and Perception of Their Role:** Interviewees were asked how they were involved (or had been involved in the past) in their child's education at home. They were specifically questioned about their perception or ideas about parental involvement; whether they have heard of home support for student's education, how the parents like to get involved in their child's education, how much the home support is enough for the child, the parents thinking of offering their best to their child, who teaches the children at home and whose teaching do the children like most. The parents we interviewed individually.

Most of the interviewees are dedicated to bare activities such as support in children's homework, reading textbooks, being active with the teachers for the wellbeing of the children, etc. There were a few positive answers from parents on an advanced level of contribution to children's education. A mother named Setu responded, "as a parent, my first task is to guide their kids to sit them read at home. During Covid 19 pandemic, I helped my child to learn from various distance learning sources." The mother helps her children to cover the lesson that the children's teacher had missed in class. It has appeared that parents now want involvement, and it's encouraging. Another mother thinks of the necessity of parent's guidance at home first rather than tutor and school.



*Figure 2 Children's Study Guidance at Home*

From the responses to the question that asked the participant students to indicate their study guidance provider at home, it was found that two students (40%) get from their mother, 1(20%) get from their father, one (20%) from both of their parents and home tutor and the last one (20%) try to do it by themselves.

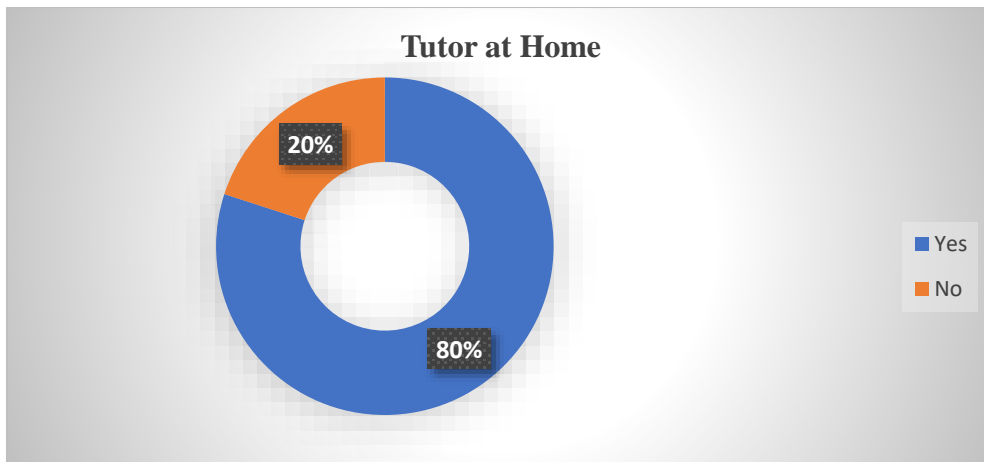
A parent participant, Setu believes that providing basic and primary education materials and support to students at the basic level is the child's basic educational needs. She added, "Handwriting, pronunciation, and precise learning of a child's basic education are the responsibilities of a mother." A participant's father felt the necessity of an amicable environment in the house to have better education. All the interviewee parents felt that students' first teacher is their mother and then comes their classroom teacher. A mother commented as making the students' learning at home more priority than classroom learning. The mother tends to sit with her kid at least 3-4 times a day to guide her children's learning at home, and she wants to engage herself with her children's book learning and sports and entertainment. Above the five parents, one was a father who gives priority to help his child learn discipline, manners, and behaviour at school.

**02. Parent-Teacher Collaboration:** Interviewees were asked how they were developing goals, attitudes, teaching methods, and using language in their childrens' education aligning with school support at home. The parents were questioned explicitly about which teaching methods they usually use in their child's study, what they think about the need for a home tutor and their need for a home tutor for the children's education at home. All the five parents give focus on guiding the children's needs and attainment ability. At first, the mother as a tutor tries to teach her child as far as she could; when she could not manage to provide the best of her or understand the lesson, she tries to cover that by the tutor or classroom teacher. The parent wants to develop the weak points, Bangla/English pronunciation, easy Math, Alphabet, and track their child's progress.

Every parent feels the need for a home tutor as a mother or family member gets themselves busy with other tasks or jobs. Mr. Mirza, father and parent of a child, commented as-

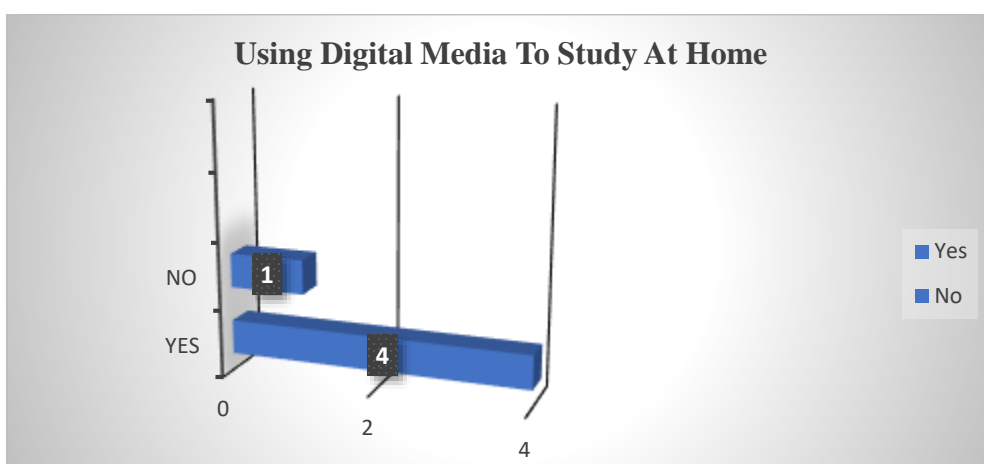
“I don't think that the mother can give her best educational support at home without the cooperation of the tutor to the children.”

However, the parents feel the necessity of a home tutor as parents are not well educated to guide their children properly. All five student participants also feel the need for a home tutor at home. Janet, a grade two student, said, “my tutor makes the lesson more understanding and interesting.” Another student of grade four, Lima, feels the necessity of a home tutor as her father works outside and her mother gets busy with household chores. She has to be guided by her tutor. I found that 4 out of 5 students have their tutor at home, where the other parent cannot afford a tutor. As a result, the student study at home by herself.



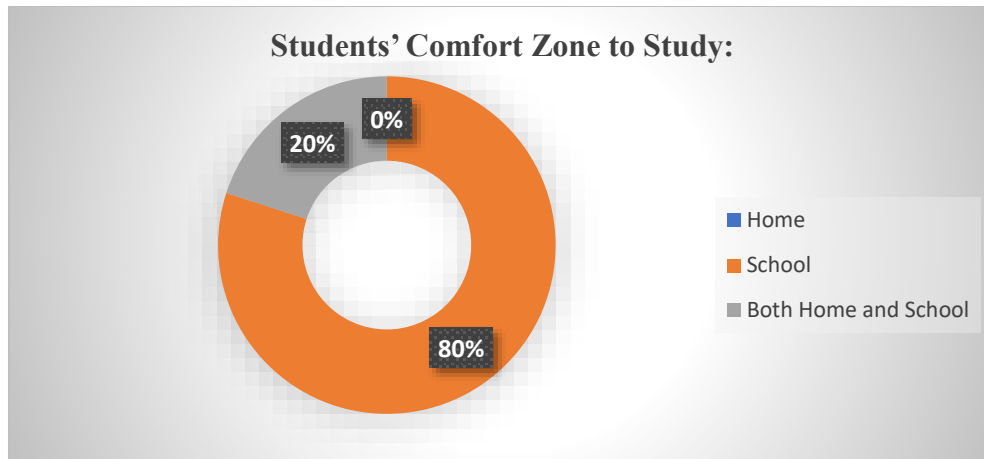
*Figure 3 Tutor at Home*

One of the five parents, Dilara, responded as she does not like to use digital platforms or online methods for students' learning. She does not feel okay studying her child by watching TV or the internet or radio. She feels good only reading books. The interviewer noticed that only six members of the 20 family members of the participants are class eight passed, and the parents are engaged with low-income jobs of the society. Because of low income, educational and social background, the participants are not quite aware of using digital tools in education and have very little knowledge of digital media. There all selected participants, except her, enthusiastically encourage their children to use digital media.



*Figure 4 Using Digital Media to Study at Home*

The question of where the students love to read most was asked to know the student's interest in reading at home. From the participants' responses, it has been known that 4(80%) out of the five students love to read at school. They found a study at school interesting because of their friends, play-based and cocurricular activities.



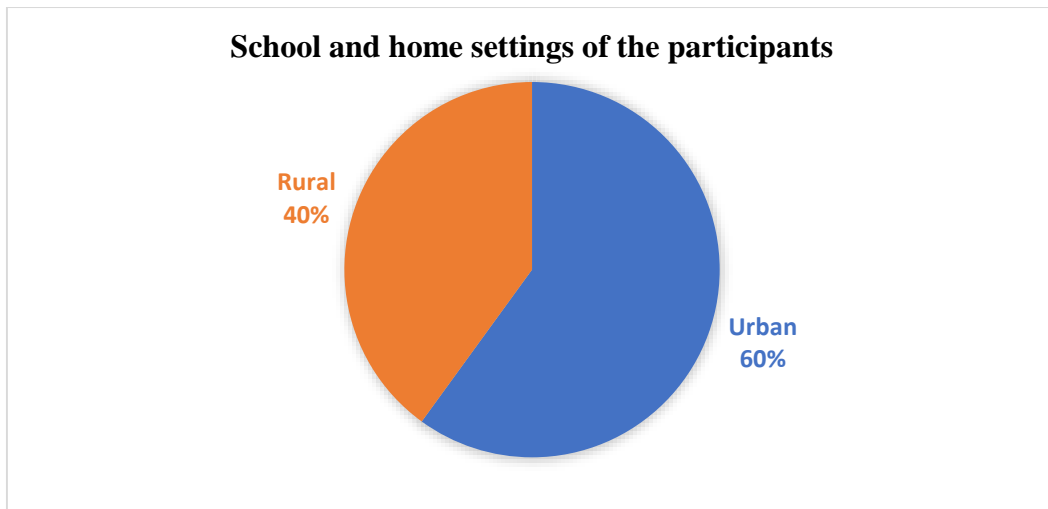
*Figure 5 Students' Comfort Zone to Study*

### 03. **Parent's Perspective Toward School:** School environment and teachers'

contribution to their students and family can be a variable factor in providing and maintaining home support for students. Most respondents seemed to bring up school teachers' engagement to their home study when taking interviews. When a teacher takes regular news of students' education at home, the parents tend to be more concerned about their educational needs.

Information obtained on the school setting of the respondents in terms of whether urban or rural home settings shows that 6 (60%) of the respondents described their home as being in an urban area. In comparison, 4 (40%) regarded their school and home as rural, suggesting that most schools and homes were located in rural areas, which is expected because the research area is primarily urban. However, this may be advantageous for the students as they would have sufficient time to concentrate on their studies.





*Figure 6 School and home Setting of Participants*

All the parents ensured that classroom teaching is not enough. A parent, Mumu added,

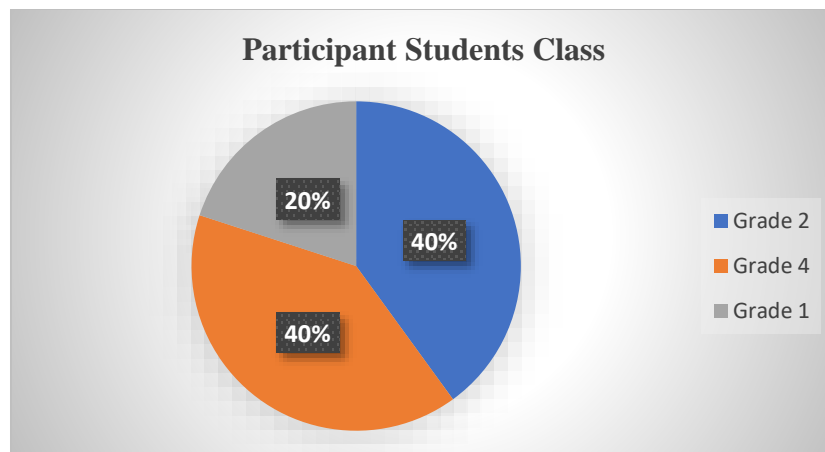
“I know, the school teachers try their best to offer my children a proper education. However, as students’ number in proportion to classroom size is not enough, and a teacher cannot take care of all of the students in class at the same time, it goes so tough for the teacher to provide the best”.

She suggested maintaining a class group of 20 students so that a teacher can track every student in the class and take care of everyone. Most of them think that the teacher and classroom are the best for a child. They added that the class teacher is qualified enough to teach their children, but classroom size is variable. Two-parent parents Alo and Mirza think that “classroom teaching is the most important factor, but home guidance is the most vital.” All the parent participants try to give their best for children's education. The parents feel that building manners, choices, and behaviour should focus on education at home. They always try to provide all the study materials the children need. The question of where the students love to read most was asked to know the student’s interest in reading at home. From the participants' responses, it has been known that 4(80%) out

of the five students love to read at school. They found a study at school interesting because of their friends, play-based and cocurricular activities.

04. **Child Factors:** Age, gender, learning difficulties and disabilities, behavioural problems, motivation, and talents of a child are seen as Child Factors. The parents were asked about children's educational needs, special education needs (SEN), disabled children and their needs, and the parents' barriers while offering educational support at home. The students were asked how much they liked to study and why they share their feelings and story with their families.

The data was collected from the student participants from grades one, two, and four, where there were 2(40%) from grade four (40%) from grade two and one (20%) was from grade one.



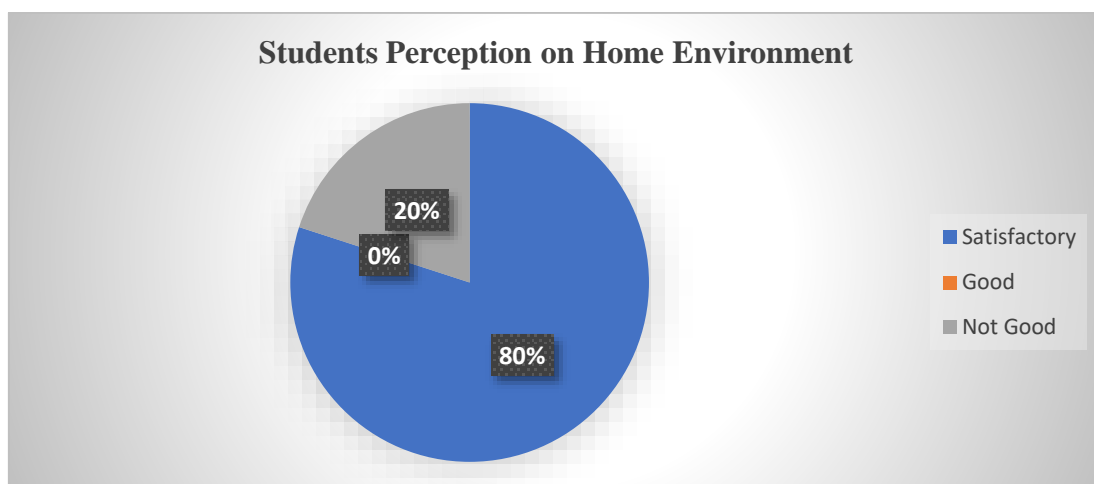
*Figure 7 Participant Students Class*

All the parent participants agreed that most disabled children are deprived of their basic rights in the country. As education is one of their basic rights, all the participants think that disabled children should get the proper education facilities to work for the country. Setu, a parent, stated that “if the disable child can offer the best

education, they might be a very useful and powerful asset for the country.” Mumu, who is also the mother of a disabled child, stated that-

“My disabled child understands many things, but she cannot express it fully. They have a sense of knowledge to learn properly. They are helpless without us. We should give priority to them.”

Parents' barriers during offering educational support at home are generally when students don't want to read to their mothers or family members, thinking that only teachers and tutors are responsible for teaching them, not the family members. Also, the mother added, “Sometimes it becomes too difficult to guide the kids as only the mother stays at home and has many more responsibilities and household chores.” Because of that, families tended to keep tutors at home. They motivate children by giving rewards and children's necessary items to study at home. Sometimes it becomes too difficult to guide the child if the mother or other family members are not educated enough or have other responsibilities in the house. Mumu, a parent of a participant, thinks, “As most students cannot get the proper help from their father at home, mothers' responsibilities and efforts efficiency could be the main hindrance for students' education at home.” I found the family members' educational background is the most significant factor for children's education at home.



*Figure 8 Students Perception on Home Environment*

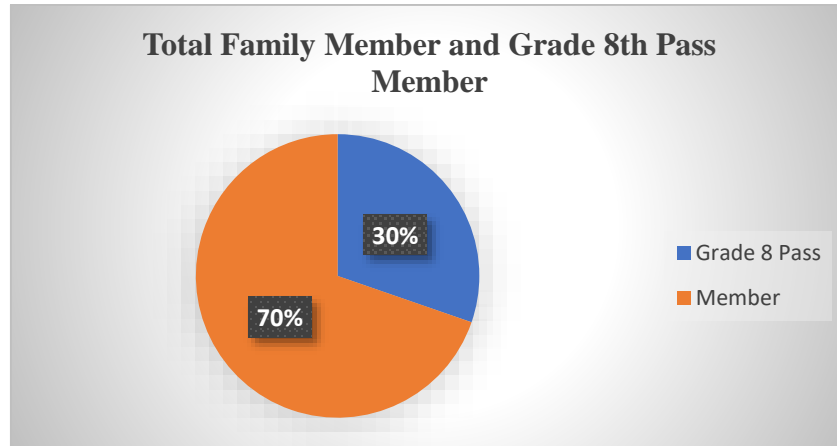
I noticed the student participant's willingness to attend school rather than home education. All the students like to study in the classroom rather than their home because they can play or enjoy the moment with their friends. A student named Tonni says, "I don't find studying at home interesting as I have to write all the time, and it's painful." However, after their school, all the student participants love to share their stories only with their mother at home. It appears to be fully mother-centric care at home.

Though the previous response reveals their interest in studying at school, the students were asked if they feel home-based learning is enough for them. Among the five students, one (20%) mentioned that the home is not satisfactory to study because she gets bored because of a lot of pressure to study at home.

**05. Societal Factors:** Societal factors are consisting of historical, familial, neighbouring, and demographic conditions. The parents and children were asked about the home tutor, children's inspiration to study at home, family socio-economic condition, and home environment. I found that 4 out of five children have a home tutor at their home, and 60% of respondents are from urban areas. They love to read at school rather than at home as they get many friends there. They mostly got inspiration from their mother. The children understand all her lessons at school. She finds her home environment easy for learning, and another one finds the environment comfortable as both parents are so cooperative. They get many barriers like noise pollution, siblings' disturbance, neighbour problems, and lack of proper educational support.

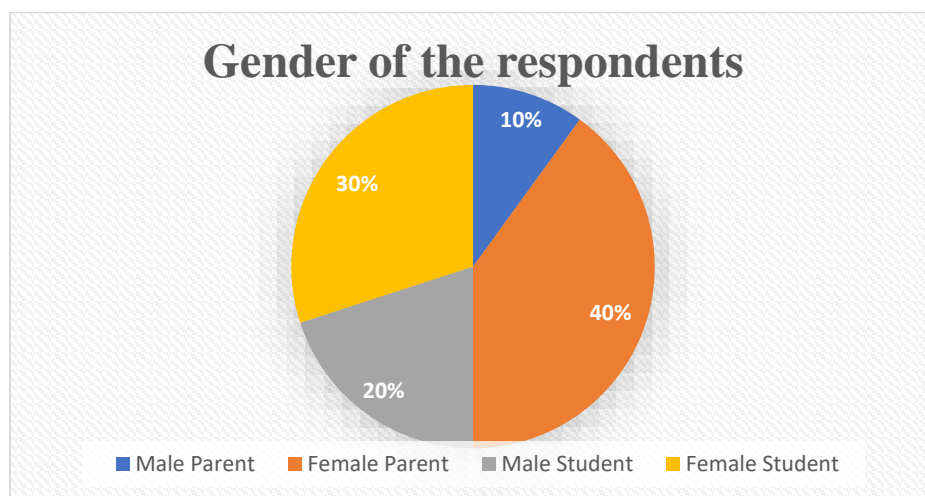
Moreover, family or community historical backgrounds are very much connected with the children's education. The society or the community, the participants, was very much concerned about educating their children. During the interview, all the parents recognized the importance of educating their children. The graph below is showing the number of family members and their educational status.

Above the 23 members, only 30% (10 members) were grade eight passed. They try their best to support their child. The families with more educated members are more privileged and inclined to be more concerned about their children's education.



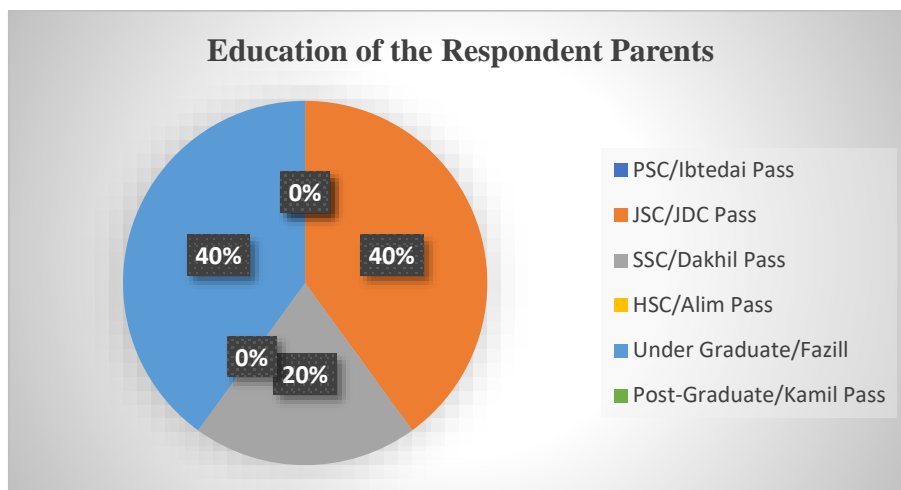
*Figure 9 Total Family Member and Grade 8th Pass Member*

From the study, it is quite evident that the families rely on their girl members for their children's educational activities. During the study, when we were contacting the participants, we noticed that most respondents were girls. Figure 8 shows that female respondents were 7 (70%) and males were 3 (30%) while male students were two, parents were one, and female parents were four, and female students were 3. Impliedly, the majority of the participants were females.



*Figure 10 Gender of the respondents*

I noticed that though every parent is concerned about helping their children at home, most of them are not aware of providing educational support by themselves. They are concerned only about helping them through school teachers or home tutors. It is noticeable that most of the students are taught by their mother at home (3 of them by mother; the rest are father or themselves). This study found that the 2(40%) JSC/JDC passed parents as I considered them as experienced and matured adolescents to take educational care of their children, giving judicious views on family structure. So, it is quite clear that parents' background builds their perception of educating their children, which is a significant factor in providing educational support at home.



*Figure 11 Education of the Respondent Parents*

From the responses to the question that asked the participant parents to indicate their educational qualification, it was gathered that 2(40%) were JSC/JDC passed, one was SSC/Dakhil Passed, and two parents were Graduated/Fazill Passed; while none was illiterate. This study purposely focused on the 2(40%) JSC/JDC passed parents (see Figure 11). I considered them as experienced and mature adolescents to take educational care of their children, giving judicious views on family structure and neighbouring environment.

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Discussion**

The results show that high and medium parents involved children with higher academic achievement than low involved parents. As revealed, international literature highlights the need to generate scientific indications from a diverse context. It indicates that parental involvement is critical in children's academic accomplishments, particularly during their first school days. Aiming to promote the implementation of policies, my study substantiates that parental involvement may contribute to other cultural contexts. Analysis and conventional understanding recommend that parental participation is completely associated with students' academic success. The more parents get involved in children's education both at home and school, the more successful the child is. Most of the concepts and views about parental involvement in the children's education at home originate from the family's social background and educational status (Aronson, 1996; Baker, 1998; Christenson, Rounds, & Gorney, 1992; Columbo, 1995; Tracy, 1995). Indeed, family background plays as the basis for children's academic, psychological and cognitive development. Family socioeconomic status, types, size, background history, and educational experience play an essential role in children's social integration and academic achievement (Ushie, Emeka, Ononga, & Owolabi, 2012). Therefore, they reflect the traditional teaching culture. The investigation shows that the usual approach of parental involvement has also proved effective for the better academic outcomes of children. Thus, although parents and students yearn for school education, home support is the best model for students' best learning (Hughes & Erik W. Carter, 2012). It is harmony with the school, home, and social factors that make the parental support work.

It is apparent from the study that parents' education, parent perception, and belief about education are great influential factors of children's education. Though mothers and tutors are mostly engaged in their children's education, students' higher performance is simultaneously conscious of both mother and father. Students get their best support when parents believe that children's educational responsibility relies both on themselves and teachers equally, as well as when they keep themselves conscious of basic activities such as supporting the children in schoolwork, reading textbooks, take emotional care, being cooperative with the teachers for the wellbeing of their children. When families get involved in their children's education and stand as the proactive stakeholder of students' education at home, they are more likely to be motivated, get higher marks, and improve their attendance; a positive impact on their academic achievement happens progressively.

Classroom teaching is the most important factor, but home guidance is the most vital for the development of children. Proper teaching with adequate classroom size, parents-teachers appropriate cooperation, and home guidance enhances the chance of students' academic and emotional progress. Using multimedia or online platforms in this pandemic is a very common scenario nowadays. This study reveals that technologically proactive parents and students show a higher rate of attainment in their learning. During the pandemic, parents help their kids to learn from various distance learning sources. The participants of this research are mostly from a low economic background area where a few people think that providing digital online support to students could be a great idea. They only rely on book reading, pronunciation, and handwriting as a measure of education. Still, students having a high or moderate economic background and the advantage of using online media confirmed high levels of academic success. Effective learning happens when every child can learn properly and feels enthusiastic about learning from their parents, teacher, or tutor. Students find the study interesting when peer learning happens. Students love to read at school as they



can play there with their friends. So, it is evident that home can be a better place when learning becomes playful, encouraging, and entertaining. Family background, parents' educational qualification, family members, and home surroundings like noise pollution, neighbour problems, gender issues, and community activities are responsible as societal factors of children's education at home. Here, family and community awareness could be an influential factor in dealing with this issue.

The study reveals that the relationship between parent involvement and the success of students is mostly intuitive. When parents are interested, engaged, and care about student mental needs and learning outcomes, the students feel secured and motivated to learn. It is evident from my study that mothers play a very important role in the education of students at home. During the study, I noticed that most of the parents of the students are their parents and mostly their mothers. As fathers usually involve themselves in other activities to earn their lives outside the home, they cannot take care of their children's studies at home, and the mother becomes the caretaker of their children's studies at home. It has been observed that when both parents try to give their best to their education at home, the students make academic progress faster. Even during the pandemic time, only the mothers tend to help children cover the lesson that the kid's teacher had missed in class. Most fathers rarely involved themselves in taking care of their child at home, where 4 out of five parents were mothers (see Figure 2). Parent guidance is the leading way to make better academic success. Both of the parent's guidance is required for children's academic success and psychological development. When parents push students to choose more challenging courses, guide them to learn & overcome, plan for getting accepted to school, or spend more time studying, they do better in their learning.

The students do better in school when they feel safe and supported mentally or economically. According to the multiple analyses, parents' occupation, academic level, income level, rate of money provided to meet basic educational needs, family size, and motivation significantly affected the students' academic achievements. My finding proves that children working with both parents have the potential and ability to achieve well as well as gain progress in their intellectual quest, possibly due to the providing educational materials the children need. Instead, sometimes those parents are also busy at work and can not spend enough time on the activities of schools children. The present findings also show that fathers who stay outside and work all day long do not have adequate time to support their children's education. However, students' sex, age, and grade level did not significantly affect academic performance. (see Table 2).

The study indicates that parents' efforts significantly impact their children's educational achievement than the effort given by the students or the teacher themselves. In Bangladesh, it has been evident that most fathers stay out of the home to earn and take care of the home and children's education. So, active involvement in children's school activities, like providing study materials, teachers' meetings, and spending time or playing with the children, appeared to be liable for the detected no change in children's academic performance based on the parent's income differences. Our present findings show that the community's environment, beliefs and values of the family, income and socioeconomic status, parents' intense involvement in the school procedure, and programs are influential for children's education. In brief, our finding has revealed that the parent's socioeconomic status enriches the children's academic performance in school fewer matters than the parents' participation in children's school activities. Family involvement supports these protective feelings by illustrating to students that they are cared for and reassuring their students that their families care about their success. When parents and families are educated, believe in their self-efficacy, and

impact their students' achievements, they begin to believe in themselves. The parents who feel they can bring a change are also more likely to get engaged. When families have high ambitions for their children, they also respond to expectations and get more tended to strive and work hard to meet them.

## **4.2 Conclusion**

From the above study, it can be concluded that parental involvement at home for the children's education can be assessed through some probable relative and contextual indicators concerning the settings. Parents' higher involvement is better for the child's success in education, as it includes extending their capability for the children's welfare. This is also constructive support in their education. In the above studies, the parents experienced an improved quality of a child's life mainly facilitated by their high level of involvement in education. "Dedicated parents who change their activities to accommodate their child's advancement to a higher educational goal are more likely to devote themselves to parental monitoring (Wu & Yi, 2008)." After the interviews, I observed that parents of lower socioeconomic backgrounds, low income, and educational backgrounds, surprisingly, most of the selected parents have a higher level of involvement, whether at home or school. Still, they did not appear to be very exemplary compared to some other parents selected by the interviewer at the outset.

It is perceivable from the above study that the findings, methodology, and conceptual framework are not associated with providing generalizations concerning parents' commitment and involvement or absence of responsibility among other parents. Conducting a study of a limited number of parents and shortage of time are huge limitations. It is assumable from the above research is that committed parents have a high-level involvement in their children's education, which may positively impact children's performance and progress. Similarly, educational demand, barrier, and persistence are relative as they are research site-specific and

not general in nature. However, the data were collected, recorded, analyzed, and kept before the participant teachers and parents for their knowledge.

Childrens' educational goals achievement depends on several other factors such as classroom size, home and teaching environment, peer and tutor support, neighbour cooperation, parents educational background, mentality, educational materials, and infrastructural accommodations. Henceforth, it can also be concluded that there is not always a one-to-one relation between parents' high-level involvement and children's achievement. As reported in the above study, being positive of additional aspects of high parental involvement can succeed in children's education. "Undue parental pressure leads to changes in the pace of learning (Sreekanth & Tooley, 2011)." Still, there is a risk of a parent's high-level involvement leading to high-stress levels on the parents themselves and their children, leading to failure in education or suicide. These apparent threats were not found during the above study. Despite high-level parental involvement, if children fail to achieve better academic outcomes, parents may be sentenced by the school and community. Lastly, parents' high-level involvement at home may impact children's learning attitude and academic achievement in school.

### **5.3 Recommendations**

Based on the collecting data, evaluating, and interpreting research findings on parental support at home and learners' educational achievement, the following recommendations were suggested:

- A. It is suggested that both mother and father gradually increase their income level by including themselves in several earning sources that support them to make extra income and expand the overall expenses provided for children learning materials.
- B. The study suggested that efforts be directed toward counselling and family awareness programs for mental, physical, and educational well-being.

- C. The parents should support the child academically and emotionally by listening to their stories, applying for special services according to need, ensuring that the child gets homework done, finding homework help if required, helping the child prepare for tests.
- D. As school is a vital part of children's education, parents should keep time to visit school and teacher, maintain a good relationship, and discuss their children's academic progress according to the encouragement to learn proactively in school.

Imminent research can focus on parental involvement by examining the relationship between high educational backgrounds and learners' academic outcomes. Also, researchers should consider the meaning and dimension of parental involvement when studying the relationship between learners' academic performance and parental involvement. Policymakers and educators may apply the parental involvement standard as an additionally applied interposition to increase learners' educational outcomes. Lastly, future efforts could be focused on appropriate means of measuring academic achievement.

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## Appendix B. Questionnaire (Parents)

### সাক্ষাত্কার

### প্রশ্নাবলী অভিভাবকদের জন্য

অভিভাবকদের নাম ..... শিক্ষাগত যোগ্যতা .....

জনাব

সাক্ষাত্কারটি আপনাকে আগত মজানাই আপনাকে উপরোক্ত বিষয় সম্পর্কে কিছু প্রশ্ন করা হবে। আপনি যেটিকে গুরুত্বপূর্ণ মনে করবেন তা নির্দিষ্টভাবে উত্তর দিতে পারবেন।

01. বাড়ি তৈরি করার পড়াশোনা সহায়তার ব্যাপারে আপনি জানেন এবং কী মনে করেন একটু খুলে বলুন
02. আপনার সন্তানের শিক্ষা সংক্রান্ত হিদা গুলি কী? আপনার সন্তানের ব্যাখ্যা করুন
03. আপনি কিভাবে আপনার সন্তানের পড়াশোনা সাহায্য করছেন
04. “প্রতিবন্ধী শিশুর হিদা সম্পর্কে আপনি কিভাবে আপনার সন্তানের শিক্ষা ব্যাখ্যা করছেন
05. বাচ্চাদের বিশেষ শিক্ষা চাহিদার special education needs (SEN) ব্যাপারে আপনি মনে করেন বাড়িতে এটি কীভাবে সম্পন্ন করা যায়
06. বাড়ি তৈরি করার শিক্ষা সংক্রান্ত সহায়ত দেওয়ার সময় আপনি কী বাধার সম্মুখীন হতে হয়?
07. আপনার সন্তানের পড়াশোনা আপনি কোন শিক্ষাপদ্ধতি ব্যবহার করেন কীভাবে কাজে লাগান
08. আপনার সন্তানের জন্য শ্রেণিকক্ষে ঠান্ডা পানীয় তৈরি করে দেওয়া এবং কেশ
09. আপনি আপনার সন্তানের জন্য সেরা এবং সঠিক সুবিধা কীভাবে প্রদান করছেন বলে আপনার মনে হয়?
10. আপনার সন্তানের শিক্ষার জন্য গৃহ শিক্ষককে যোগান সম্পর্কে আপনি কিভাবে ব্যাখ্যা করেন

সাক্ষাত্কারের শেষে আপনি যদি কোনো প্রশ্ন থাকলে দয়া করে বিনা দ্বিধা বলতে পারেন বা আমার সাথে পরবর্তীতে যোগাযোগ করতে পারেন

Appendix B. Questionnaire (Parents)

সাক্ষাত্কার  
প্রশ্নাবলী শিক্ষার্থীদের জন্য

শ্রেণী..... বয়স .....

জনাব

এই সাক্ষাৎকালে আপনাকে আগতমজানাই আপনাকে উপরোক্ত বিষয় সম্পর্কে কিছু প্রশ্ন করা হবে আপনি যেটিকে শুরুর পূর্বে মনে করবেন তা নির্দিষ্টভাবে উত্তর দিতে পারবেন।

1. আপনি পড়াশোনা করার তে কতটা পছন্দ করেন এবং কেন?
2. আপনি কানটি সবচেয়ে বেশি পছন্দ করেন?
  - a. বাড়িতে পড়াশোনা করতে
  - b. স্কুলে বিদ্যালয়ে পড়াশোনা করতে
3. কেন পছন্দ করেন তা দয়া করে ব্যাখ্যা করুন
4. বাড়িতে আপনার জন্য একজন গৃহশিক্ষক আছে
5. পড়াশোনা করতে সবচেয়ে বেশি কতটা অনুপ্রাণিত করে
6. আপনি কীভাবে আপনার মস্তিষ্ককে অনুপ্রাণিত করে রাখতে পারেন ব্যাখ্যা করুন
7. আপনার বাড়ি পরিবেশটি আপনার শিক্ষার জন্য সর্বোত্তম এবং কেন?
8. বাড়িতে পড়াশোনা করার সময় কোন বাধার সবচেয়ে বেশি সম্মুখীন হন?
  - a. আপনার শিক্ষার জন্য আপনার বাবা/মা অভিজ্ঞতা পরিবারের সদস্য এবং একজন গৃহশিক্ষককে প্রয়োজনীয় ক্ষমতাটুকুতে আপনি মনে করেন এবং কেন?

সাক্ষাৎকালে প্রশ্ন নেওয়ার জন্য আপনাকে কখনোই কোন প্রশ্ন থাকলে দয়া করে বিনা দ্বিধায় বলতে পারেন বা আমার সাথে পরবর্তীতে যোগাযোগ করতে পারেন