

CORRELATION OF PARENTAL INVOLVEMENT TO STUDENTS'
ACADEMIC ACHIEVEMENT: A QUANTITATIVE STUDY ON
GOVERNMENT PRIMARY SCHOOLS IN CHATTOGRAM,
BANGLADESH

By

S.A.M. Nazmul Alam Robin
ID-19357009

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
August, 2021

© 2021. S.A.M. Nazmul Alam Robin
All rights reserved.

Declaration

It is hereby declared that,

1. The thesis submitted is my own original work while completing Master 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 full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

S.A.M. Nazmul Alam Robin

Student Full Name: S.A.M. Nazmul Alam Robin

Student ID- 19357009

Approval

The thesis titled “Correlation of parental involvement to students’ academic achievement: A quantitative study on government primary schools in Chattogram, Bangladesh” submitted by

1. S.A.M. Nazmul Alam Robin (19357009)

of Summer, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 24 August 2021.

Examining Committee:

Supervisor:
(Member)

Dr. Mohammad Mahboob Morshed
Associate Professor, BRAC Institute of Educational Development

Program Coordinator:
(Member)

Dr. Mohammad Mahboob Morshed
Associate Professor, BRAC Institute of Educational Development

External Expert Examiner:
(Member)

Dr. A.K.M. Badrul Alam
Senior Lecturer, BRAC Institute of Educational Development

Head of the Institute:

Dr. Erum Marium
Executive Director, BRAC Institute of Educational Development

Ethics Statement

I, the undersigned declare that the information supplied in this application is true and accurate to the best of my/our knowledge.

I, the undersigned accept responsibility for the conduct of the project detailed in this application in accordance with the principles contained in the Statement and any other conditions laid down by BRAC University or the BRAC IED Human Ethics Advisory Committee.

Signature: S.A.M. Nazmul Alam Robin

Student Researcher
S.A.M. Nazmul Alam Robin

Date: 24/08/2021

Abstract

This quantitative study was conducted to find out the correlation between parental involvement and students' academic achievement. The participants were parents of government primary schools in the rural areas of Chattogram, Bangladesh. A quantitative structured survey was conducted to collect data in order to find out the correlation. 45 participants were randomly selected and data were collected through physical and digital communication platforms. All of the data was inputted and analyzed through 'Statistical Package for the Social Sciences (SPSS)' software. Significantly, this was illustrated from this research that, factors like parents' engagement, teachers' relation with parents, parents' participation in extracurricular activities and parents' contribution in school improvement discussion were positively connected with students' academic achievements. The result of this study found that parental involvement is positively correlated with students' academic achievement.

Keywords: Parental involvement, students' academic achievement, factors, correlation.

Dedication

This research is dedicated to Almighty Allah who always makes my path soothing and helps me towards fulfilling my life goals. All praise is due to Allah.

Acknowledgement

I would like to thank Almighty Allah first. Along with that, I would like to thank my family members who has supported me always. I am grateful to my thesis supervisor Dr. Mohammad Mahboob Morshed who guided my proactively to complete my thesis. Lastly, I would like to thank all of my research participants who provided valuable data in order to find out research results.

S.A.M. Nazmul Alam Robin
Student Id: 19357009
BIED, Brac University.

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Dedication	vi
Acknowledgement	vii
Table of Contents	viii
List of Tables	xi
List of Acronyms	xii
Chapter 1 Introduction and Background	1
1.1 Introduction.....	1
1.2 Research Topic.....	1
1.3 Statement of the Problem.....	2
1.4 Research Questions	2
1.5 Purpose of the Study	3
1.6 Significance of the Study	3
Chapter 2 Literature Review and Conceptual Framework	4
2.1 Panrental Involvement in Education.....	4
2.2 Students’ Academic Achievement	6

2.3 Primary Education in Bangladesh.....	6
2.4 Conceptual Framework.....	8
Chapter 3 Methodology.....	11
3.1 Research Approach.....	11
3.2 Research Site.....	11
3.3 Research Participants.....	12
3.4 Sampling Procedure.....	12
3.5 Data Collection Methods.....	13
3.6 Role of the Researcher.....	13
3.7 Data Analysis.....	13
3.8 Ethical Issues and Concerns.....	14
3.9 Credibility and Rigor.....	14
3.10 Limitations of the study.....	14
Chapter 4 Results.....	16
4.1 Preface.....	16
4.2 Answer of the Research Question 01.....	17
4.3 Answer of the Research Question 02.....	18
Chapter 5 Discussion and Conclusion.....	23
5.1 Discussion.....	23
5.2 Conclusion.....	25
5.3 Recommendations.....	25

References	27
Appendices.....	31
Appendix A. Research Tools	31
Appendix B. Data Analysis Output	32
Appendix C. Consent Letter.....	36

List of Tables

Table 1: Frequency Analysis of the Profession	16
Table 2: Correlation of Parental Involvement to Students' Academic Achievement.....	17
Table 3: Correlation of First Factor	18
Table 4: Correlation of Second Factor.....	19
Table 5: Correlation of Third Factor.....	20
Table 6: Correlation of Fourth Factor.....	21

List of Acronyms

SMC	School Management Committee
PTA	Parent Teacher Association
GPA	Grade Point Average
PEC	Primary Education Completion
BBEIS	Bangladesh Bureau of Educational Information and Statistics

Chapter 1

Introduction and Background

1.1 Introduction

Academic institutions are deliberated as spots which provide an appropriate learning environment for a student, yet the importance of parents and community can't be unheeded. It is already proved that parental inclusion in school has for quite some time been proclaimed as a significant and positive variable on children's scholastic and socio-emotional advancement (*Laura Lara & Saracostti, 2019*). Internationally, parental involvement is related to a key factor in children's academic outcome. Family involvement has also been found to be associated with positive school attachment on the part of children (*Alcalay, 2005*). *Fan (2001)* exhibited that parents' instructive yearning for their kids ends up being unequivocally identified with students' academic growth. This study basically explored either there any correlation between guardian's (father and mother) engrossment and students' academic outcome so that the result might play a significant role in policymaking to develop government primary education sector in Bangladesh.

1.2 Research Topic

Parents are a direct supporter of a child. Besides living in nature, parents support their children in education too. It is already proved that parental inclusion in school has for relatively some time been stated as a substantial and positive variable on children's scholastic and socio-emotional advancement (*Laura Lara & Saracostti, 2019*). Internationally, parental involvement is related to a decisive feature in students' academic result. Family influence in having positive outcome in terms of student's academic excellence in school is significant (*Alcalay, 2005*). I had selected

this topic to execute a quantitative study on primary schools of Bangladesh to find out whether there is any correlation between parental support and students' academic achievement or not. Simultaneously, how the factors of parental involvement are correlated with students' academic achievement.

1.3 Statement of the Problem

Approximately 20.8 million understudies were elected from grade 1 to grade 5 in several primary schools (Primary Education Census 2018). However, about 20% of these students were not given the PEC and EEC examination. The speed of accomplishing the basic education period was 81.40 percent. Nonetheless, 37.81 percent of these understudies escaped before completing their secondary education (BBEIS, 2018). Simultaneously, *Gill Crozier and Jane Davies (2005)* had said, some teachers referred to the South Asian Parents as “Hard to Reach”. They even have not any idea about education system and what their children do in school. As there is a problem related to parental involvement with students' academic purposes I wanted to know more through a research to mitigate those problems. Thus, I explored either there is any correlation between guardian (father and mother) immersion and children's speculative attainment for mitigating the problems at local context of Bangladesh.

1.4 Research Questions

- 1) Does a relationship exist between parental involvement and students' academic achievement of primary level students?
- 2) How several factors of parental involvement correlates with students' academic achievement of primary level students?

1.5 Purpose of the Study

Academic achievement of students depends upon several factors. Parental support is one of them (*Hasan, 2016*). The purpose of this quantitative research is to find out the key factors of parental involvement and students' academic achievements in primary education on the context of Bangladesh. Along with that, finding out either there exists any relationship between parental involvement and students' academic achievement or not. Another decisive purpose is, if parental involvement is correlated with students' academic achievement how do this correlation look like; positive, negative or neutral. In addition, this research has explored the nature of correlation between parental involvement and students' academic achievement and how several factors of parental involvement correlated with students' academic achievement of primary level students.

1.6 Significance of the Study

Policy-makers and education specialists have regularly upheld urging parents to turn out to be more associated with their students' academic lives (*Islam, 2017*). This research is significant for the primary educational development. The findings of contextual “Bangladeshi Primary Education” factors of parental involvement and students' academic achievement can be used as significant data for further studies. It explored how importantly parental involvement and students' academic achievement influences the primary education sector. The result of this research can be used in order to create effective policies in future. To establish inclusive primary education in Bangladesh, the findings of this research might be considered significantly.

Chapter 2

Literature Review and Conceptual Framework

In this literature review, all of the information is enclosed after the screening and understanding of several journal, books and publication authorized nationally and globally. From my understanding, I have elucidated different information related to my research topic “Correlation between parental involvement and students’ academic achievement. I have organized my literature review under the following categories: 1) Parental involvement in education, 2) Students’ academic achievement, and 3) Primary education in Bangladesh.

2.1 Parental Involvement in Education

Parents are the most decisive instructor of a child which nurture a child towards educational and social learnings. An assortment of worldwide examination has created around the term parental commitment, mirroring a scope of worldwide viewpoints. Quite possibly the most well-known topics is the connection between parental involvements’ in instructive exercises and understudy achievement. As often as possible, the most central motivation to include parents in instructive exercises is student achievement. A scope of various examination considers has been led to investigate techniques for encouraging parental contribution in kids' schooling so that guardians can be engaged with a proficient way. *Yoder and Lopez (2013)* clarify parental contribution as a component in youngsters' schooling by which kids' scholarly accomplishment can be upgraded simultaneously as certain conduct is advanced. The support of parents and educator ramblingly affect the enactment of the understudies (Hussain, 2006).

Parents can possibly assume a significant part in their child's general learning and education, both at home and at school. A child's tutoring starts upon entering the world, masters agree, and the foremost crucial long extends of adapting truly come within the starting six a long time of a child's life. This infers it is guardians who hold the way into a child's future academic accomplishment. (*Smith, 2011*). Parental involvement is a way of nurturing children where the pivotal data can be captured in order to academic excellence (*Crozier, 1999*). *Grace, Jethro, and Aina (2012)* allude to assisting with schoolwork, conversing with educators, going to class capacities, participating in school administration as parental contribution exercises. Parents thought that even after maintaining a healthy relationship with teacher in educational engagement they had an impactful action in order to achieve better results (*Barge & Loges, 2003*). (*Starkey, 2010*) detailed that parental help to the children through the mediation was compelling in upgrading the advancement of child's numerical knowledge. *Kristjansson (2009)*, uncovered that parental monitoring has comparable impact on academic accomplishment among boys and girls.

(*Bokszczanin, 2008*) featured that lower parental help is discovered to be related with more prominent saw struggle inside the family and more noteworthy parental over defense. *Gonzalez-Pienda (2002)* showed that "without the students' parental help, it is difficult for instructors to devise scholastic encounters to help understudies learn significant substance". In household structure, the knowledge measures transpire expressly or intentionally, commonly in an unintended approach. Guardians (father and mother) instruct and train kids right off the bat in their lives, the basic aptitudes, mentalities and qualities fundamental for everyday living (*UNESCO, 1992*). Parents support is characterized as assets, approaches, activities that father and mother use to generate communal and scholarly direction midst understudies. The

efficacious systems that father and mother usage are parentage benefit, combined determination, and association with community (Epstein, 2004). Numerous analysts like Walker, Hover-Dempsey, Whetsel, and Green (2004) researched that scholarly execution and consideration in learning ensue when father and mother sense the accountability of edification for their kids.

2.2 Students' Academic Achievement

Academic achievement concerns with the accomplishment of students. It assumes key job in announcing understudies' prosperity and fruitlessness. It additionally helps in choosing students for various courses and enrolling understudies for different positions. When all is said in done speech, scholarly accomplishment is the degree of learning result in a specific region of subject comparable to knowledge, understanding, aptitude and application which are typically assessed by concerned instructors as grades and assessment. C.V. Great (1973), characterized scholastic accomplishment as, "information achieved or abilities created in the school subjects, ordinarily assigned by test scores or by marks appointed by teachers or both."

2.3 Primary Education in Bangladesh

Despite the fact that Bangladesh has accomplished critical advancement in primary education as far as enrolment of the students and free circulation of books the nation over, the current situation of primary education isn't dependent upon our expectations. This is to be observed from the data of Primary Education Statistics that most of the students who were started their pre-primary edification stage could not effort to accomplish the grade five. Simultaneously, students who were admitted into different grades could not participated in secondary level. This statistics basically shows the measurable condition of primary education especially in rural areas of

Bangladesh. Fathers and mother involvement in children education is seemed complicated, *Hornby and Lafaele (2011)* established a model of delimiting obstacles. They discussed about the factors like family, siblings, relatives, teachers, community people and other educational stakeholders. From those factors, there are two which are significantly demolishing primary education sector in Bangladesh. First one is individual parents' involvement and family member's involvement which destructing students from the concept of learning from school. Also, the other is communal factors including political and economic imbalance.

In numerous nations, different late instructive advancements have demonstrated the developing significance idea of parentage association in the institutions (*Vellymalay, 2012*). *Dushek (2001)* shapes that to spread father and mother's interest in academy numerous nations have ordered arrangements at the neighborhood, nation, and public segments. Thinking about the significance of fathers and mothers commitment, the Government of Bangladesh's schooling strategy stresses the significance of parental inclusion in auxiliary institutions.

Guardian (father and mother) portrayal in management committees of school, SMCs, is an existence of how this arrangement is sanctioned practically speaking. SMCs are the single specialists approved to work other private educational institutes. Roughly 98% of educational institutes in this realm are private and overseen by a SMC, and a serious political decision measure chooses 5 guardian (father and mother) delegates on the SMC. The chief point of including guardians in the SMC is to engage guardians and neighborhood individuals with the goal that they can add to class the executives and the verdict creating measures (*BANBEIS,*

2012). The public authority is attempting to include guardians in school exercises in another path through Parent–Teacher Associations (PTAs).

These advisory groups are shaped of sixteen individuals, with eleven of the individuals being guardians, and they are essentially structured to help SMCs with different concerns. Legislators accentuate the significance of the two instructors at institute and guardians at house in aiding understudies acquire, and parents-teacher association had framed with point of guaranteeing training inviting climate collectively academic and household settings (*SEQAEP, 2014*). Nonetheless, these 2 activities are not working in a manner that would guarantee that such a desire is satisfied.

However, after an exceptionally comprehensive review of literature, researchers couldn't found any such a study that was identified with the current exploration issues on the context of primary education in Bangladesh. Hence, the current research problem, “Correlation of parental involvement to students’ academic achievement: A quantitative study on primary schools in Bangladesh” would be helpful in filling up the research gaps of concern problems.

2.4 Conceptual Framework

Barge and Loges (2003) recognized that how guardian thought and show the interlinked with children education is splendid. It is discovered that guardian’s parental involvement indicates to:

- 1.** Regular oversight of students' schoolwork by Parents. Parents believe that this is to be very decisive to support in home education and frequently when their child’s needed.
- 2.** Improving the relationship with educators. Parents thought that whenever they had maintained healthy relationship with teacher and keep connected with the educational stakeholders, it helped to

improve their child's academic and communal achievement. **3.** Taking favorable position of extracurricular school programs. Particularly, guardians who require more capacity to help their understudies with their schoolwork or other instructive program related assignments express the centrality of this commitment. **4.** Enlightening steady cooperation inside the network. As per the parents' hearsays, generating joint effort inside the network assumes an important portion in students' instructive triumph. According to those factors I will design my survey questionnaire to collect quantitative data from my targeted participants.

Galiher (2006) and Darling (2005), exploited GPA to enumerate student performance since they primary spotlight in the enrolment of the learner for a particular period. Meanwhile, researcher utilized test outcomes or previous year result since they are studying performance through a academic year or specific subject (Hijazi and Naqvi, 2006 and Hake, 1998). I will collect the students' average academic achievement of annual examination of the year 2017, 2018, 2019 from the school with proper process. To collect students' academic achievement, with the consent of head-teacher, I will collect students' total mark (out of 600) that they had achieved during the annual examination of last year from school's result register book. Grade 4 and 5 students of government primary schools has 6 subjects of 100 marks each for their annual examination.

The key concept of the research is guardian's collaboration with children's institutional score. From research of several pieces of research, firstly, the conceptual framework of this study is to identify the factors of the independent (parental involvement) that related to dependent (students' academic achievement) variables. Secondly, exploring the relation and influence of those factors

between the two variables. Thirdly, the data collected from participants has compared to the students' academic achievement of previous annual examination. For example, data has collected through a survey from 45 participants (independent variable), after that, the academic achievement (dependent variable) of annual examination of the previous year of those participants' children's has compared to explore either any correlation exist or not. Lastly, identifying either there any correlation explore or not between those independent and dependent variables based on the context of government primary schools in Chattogram, Bangladesh.

Chapter 3

Methodology

3.1 Research Approach

This was a quantitative correlational research approach. Because, there were two variables “Parental involvement” (independent) and “Students’ academic achievement” (dependent). This quantitative research had basically explored the correlation between these variables. Simultaneously, the nature of this research was quite numeric data based. Along with that, my purpose was to explore, either there is any correlation between parental involvement and students’ academic achievement exist or not and what it be looked like; positive, negative or neutral. To accomplish my purpose, a quantitative research approach was useful. The research paradigm was positivism. Because, in positivist research, sociologists tend to look for relationships, or ‘correlations’ between two or more variables (*Thompson, 2015*). The data, correlation and distribution of variables were studied.

3.2 Research Site

The research site of this study was randomly selected different government primary schools and its community at “Panchlaish” and “Chandgaon” education sub-districts in Chattogram, Bangladesh. As I had two years of experience in teaching at a primary school in Chattogram district I had a connection with the communities, parents and other stakeholders. Firstly, I was chosen randomly 10 government primary schools from those two sub-districts. I collected students’ academic achievement related data from the school. After that, I went to the community to conduct survey for my targeted participants by collecting the addresses from the school. I had collected relatable data from those communities and schools to articulate the

answers to my research questions. The primary schools and communities in Chattogram were well known to me. I could gather information about different community stakeholders, their cultures and beliefs from several assistant teachers and head teachers of government primary schools. Also, I collected the data of students' academic achievement which was significantly connected with my research from primary schools.

3.3 Research Participants

Firstly, my research participants were the parents of grade five at government primary schools in Chattogram, Bangladesh. There were considered primary school parents who are coming from the diversified cultural background. Also, they were directly connected with my quantitative research. They were adequate for my research as they had illustrated the answers of my survey questions because of their experience. I had randomly selected 45 participants for this study.

3.4 Sampling Procedure

I conducted a quantitative method to collect the data. The system of collecting and proving mathematically a perception is referred quantitative study (*Sukamolson, 2007*). The process of the research was the deductive process. As I wanted to explore the correlation between parental involvement and students' academic achievement quantitative analysis provided me scientific results to answer my research questions. Numerical change can likewise only accurately be studied using quantitative methods (*Sukamolson, 2007*). Along with that, my questionnaire for collecting data was semi-structural which designed productively in quantitative method to find accurate data.

3.5 Data collection Method

The data collection method had conducted through survey method. I had constructed the survey question in that way where I could be explored different numeric data from several participants. I designed my questionnaire to fulfil my objective of relationship data collection. Based on the conceptual framework of my study, I had constructed my questionnaire. I took consent from head-teacher to collect students' academic achievement, I had accumulated students' average total mark (out of 600) of the annual examination that they had achieved during the annual examination of the year 2017, 2018 and 2019 from school's result register book. Data of this questionnaire helped me to explore the correlation between parental involvement and students' academic achievement.

3.6 Role of the researcher

As a researcher, I had visited my target communities and taken notes about participants' behavior, background and their socioeconomic conditions. Simultaneously, I had focused on the language that could be easily understandable for them. Base on those experience and knowledge, I had structured my survey questionnaire for 45 participants. Before the data collection, I had conducted a pilot data collection process with survey questionnaire and observed participants understanding about this research.

3.7 Data analysis

The data analysis process of this research was more structured. It was inferential statistical analysis with SPSS (Statistical package of the social science) software. I had inputted all collected data and several instructions in the software to explore the correlation between parental involvement and students' academic achievement. I had interpreted each finding that explored the clear answers of my research questions.

3.8 Ethical Issue and Concern

- The purpose of the research will be explained during data collection
- Participants will have full freedom to accept or reject of participating in surveys
- Participants' data will be confidential.
- Clarification will be provided if any changes will have occurred.

3.9 Credibility and Rigor

I had more than 3 years of experience in working with rural community people. For some of my past studies, I had constructed several questionnaire based on the research and community context. Successfully, I had organized and conducted various training and social awareness campaign in bucolic areas of Bangladesh. From my knowledge and experiences, I had accommodated a lot for this study. As an educator, I focused significantly on improvement of the quality of primary education. I had studied parents, students and teachers behavior, background and vision to implement their thinking and contribution in my study.

3.10 Limitations of the Study

This study had only explored either there's any correlation between parental involvement and students' academic achievement or not. Other factors related to students' academic achievement had not considered. If one respondent had more than 1 child who was studying in government primary schools, only 1 child's average academic achievement of annual examination was considered in this study. The data collection process took time as there needed to take permission from government officials for collecting some study-related data. Incomplete surveys from participants were not counted in this research. Except for the correlation other commands in SPSS (Statistical Package for the social science) was not explored.

During the data collection, 50% of participants were responded physically from targeted community as planned. Suddenly, Covid-19 pandemic had created communication barriers regarding face to face data collection. Hence, rest of 50% data was collected through phone calls from the respondents. If the whole data were collected physically from the communities as premeditated result of the study might more credible. Though the researcher had preserved all the formalities and consents during the phone calls face to face data collection would more engaging and proactive.

Chapter 4

Results

4.1 Preface

Firstly, this is to be elucidated that, the respondents who participated in survey questionnaire were diversified in terms of gender, educational qualification and socioeconomic background. From the result, I have found that about 51% respondents were male and approximately 49% respondents were female. Along with that, most of the participants (about 62%) were emanated from the socioeconomic background whose monthly income is BDT 10001-25000. About 53% participants had 2-3 numbers of family members and 33% respondents had 4-5 family members. Forlornly, 44.4% respondents had no educational qualification and only 33.3% respondents had the educational qualification up to primary level. Only, 4.4% respondents had undergraduate degree as their educational qualification. Lastly, about 26% respondent's profession were 'garments worker' and approximately 18% respondent's profession were 'daily labor'.

Profession				
	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Daily labor</i>	8	17.8	17.8	17.8
<i>Garments worker</i>	12	26.7	26.7	44.4
<i>Service holder</i>	5	11.1	11.1	55.6
<i>Small business person</i>	7	15.6	15.6	71.1
<i>Other</i>	13	28.9	28.9	100.0
<i>Total</i>	45	100.0	100.0	

Table 1: Frequency analysis of the profession of respondents

However, the academic achievements of the child of respondents were deliberately progressive. Approximately, 31% child's academic achievement was between the marks 401-500 out of the

total mark 600. Simultaneously, 24.4% child's academic achievement was between the marks 501-600 out of the total mark 600. On the contrary, about 20% child's academic achievement was between the mark 199-300 and about 11% child's academic achievement was below the mark 198 out of 600.

4.2 Answer of the research question 1

According to Barge and Logs (2003), the first factor elucidated in the conceptual framework related to parental involvement "Regular oversight of student's school work by parents" had framed with several questions during the survey. Hence, the result of correlation between the first factors of parental involvement with student's academic achievement was moderately but positively correlated.

Factors of Parental Involvement	Correlations to Students' Academic Achievement				
1. Regular oversight of students' schoolwork by Parents.	.449	.364	.337	.311	.314
2. Developing individual relations with teachers.	.604	.744	.423	.389	.736
3. Taking favorable position of extracurricular school programs.	.461	.214	.736	.610	.425
4. Improving steady cooperation inside the network.	.628	.730	.428	.562	.562

Table 2: Correlation of parental involvement to students' academic achievement

In the survey questionnaire, each factor of parental involvement had structured five separate questions to explore the correlation between parental involvement and student's academic

achievement. After the data analysis, it is proved that, every single question of each factor of parental involvement had positively correlated with student’s academic achievement. Thus, this study is able to provide the answer of first research question with positive correlation between parental involvement and student’s academic achievement.

4.3 Answer of the research question 2

In order to find out the factor of parental involvement which had the most significant correlation with students’ academic achievement, the average of each factor was calculated with the actual results of correlation to each question.

First Factor- Regular oversight of students' schoolwork by Parents	Correlation to Students Academic Achievement
Father’s Involvement	.449
Mother’s Involvement	.364
Sibling’s Involvement	.337
Tutor’s Involvement	.311
Student’s self-involvement	.314
Average	.355

Table 3: Correlation of first factor of parental involvement to students’ academic achievement

From the table-3, this is to be illustrated that, Pearson correlation among the five questions based on the factor “Regular oversight of student’s school work by parents” and students’ academic achievement were consecutively .449, .346, .337, .311 and .314. The average correlation was .355. Hence, the correlation between ‘regular oversights of students' schoolwork by parents at home’ was positively and moderately correlated with the student’s academic achievement.

In addition, this is to be elucidated that the factors like fathers' involvement and mother's involvement also impacted positively in terms of students' academic achievement. Students' self-involvement with his/her education contributed more than tutors support in achieving good academic results.

Second Factor- Developing individual relations with teachers	Correlation to Students Academic Achievement
Good relationship with teacher	.604
Frequent communication with teacher	.744
Monitoring teacher's classes	.423
Cooperating with teacher	.389
Contact regarding mitigating challenges	.736
Average	.580

Table 4: Correlation between second factor of parental involvement and students' academic achievement

Secondly, another decisive factor of parental involvement "Developing individual relations with teachers" had shown positive correlation with the student's academic achievement. Simultaneously, questions according to the second factors of parental involvement- having good relationship with class teachers, having proactive interaction with class teachers and contacting with subject teachers were strongly and significantly correlated (.604, .744, & .736) with student's academic achievement. The average of correlation was .580 (Table-4) which is positive and significant.

Also, if we analyze critically, we can observed that, frequent communication of parents with teachers and contacting with teachers regarding mitigating challenges of their child were strongly and significantly correlated with students' academic achievement.

Thirdly, the factor associated to parental involvement “Taking favorable position of extracurricular school program” was positively correlated with student’s academic achievements. In addition, encouraging child to participate extracurricular activities and encouraging child to create social relationships were strongly and significantly (.736 and .610) correlated with student’s academic achievement. From the table-5, we can articulate that the average correlation of third factor to students’ academic achievement was .490 which was positive but moderate.

Third Factor- Taking favorable position of extracurricular school programs	Correlation to Students Academic Achievement
Taking update about curricular programs	.461
Participate with organizing committee	.214
Child’s participation in curricular program	.736
Encourage child in social relationship	.610
Parents participation in curricular program	.425
Average	.490

Table 5: Correlation between third factor of parental involvement and students’ academic achievement

Along with that, parents who guided their children in terms of creating social relationship with others had also significantly correlated with students’ academic achievement. Parents who participated in extracurricular activities and whose children participated in extracurricular activities also showed a positive indication towards achieving excellent academic results.

Finally, actively participating in parents meeting and providing feedback to school improvement had strongly and significantly correlated (.628 and .730) with student’s academic achievement. All of the questions according to the fourth factor of parental involvement “improving steady cooperation inside the school network” are also positively correlated with student’s academic achievement.

Fourth Factor- Improving steady cooperation inside the network	Correlation to Students Academic Achievement
Participates in parents meeting	.628
Provide feedback on school improvements	.730
Support teachers and SMC members	.428
Strong network with academic stakeholders	.562
Encourage others to escalate participations	.562
Average	.580

Table 6: Correlation between fourth factor of parental involvement and students’ academic achievement

The average correlation between fourth factor of parental involvements and students’ academic achievement was .580 which preordained positively and significantly correlated. Immutably, the four pivotal factors of parental involvement those elucidated in the conceptual framework had significantly correlated with student’s academic achievement.

After the analysis of the average result of four decisive factors of parental involvement, this is to be elucidated that “Developing individual relations with teachers” (Correlation=.580) and ‘Improving steady cooperation inside the network’ (Correlation=.580) were positively and strongly correlated with student’s academic achievement. It means parental involvement with

teachers and school network improvements were very effective in achieving academic scores for their child.

Therefore, the answer of second research question is being constructed that, building and maintaining healthy relationship with teachers and engaging with school network for improvements are very effective regarding parental involvement and student's academic achievement.

Chapter 5

Discussion and Conclusion

5.1 Discussion

It has been found from the data analysis that involvement father and mother with child education is more effective than the involvement of home tutor. In the segment of participating in extracurricular activities, it is shown that parental participation in program organizing committee is weakly significant with students' academic achievement. According to Diaz (2003), there are 3 pivotal elements are related and these are parents, teachers and students in terms of academic achievement. In addition, students' background and academic environment varies from place to place or on the basis of learning community. Regarding the lower socioeconomic background of parents who are living in Chattogram, Bangladesh, it is founded that parental involvement and parents-teacher relationship has a significant correlation with students' academic achievement.

Infallibly, the term quality education varies from one community to other. (Michael, 1998). The communal, economical, biological specifications of the students also show a dynamic part here. From this study, it was founded that students and parents participation in extracurricular activities is positively correlated with academic achievement (table-5). Simultaneously, the members of the school staff, the family and the community provide assistance and support for students for the quality of academic capacity. This aid from society plays an important role in achieving the performance objectives of school students (Goddard, 2003). It can be articulated from the table-6, participating in parents meeting and providing feedback in order to improve the school environment quality is positively correlated with students' academic achievement. In

addition to the social structure, the participation of parents in the education of their children improves the academic success of their children (Furstenberg & Hughes, 1995).

The overall result of this study is significantly connected with primary educational development of Bangladesh. The pivotal factors that considered in this research to explore the correlation between parental involvement and student's academic achievement are connected to primary education. In this case, we can encourage parental involvement in child's education at home, parent's relationship with class teachers and healthy communication with school teachers has played a decisive role on developing student's academic achievement. However, factors like gender, race, and occupation of the father are important factors affecting student performance (McCoy, 2005; Peng & Hall, 1995).

Meanwhile, not participating in extracurricular activities and not encouraging child's in participating extracurricular activities may harm student's academic achievement terribly that founded in this study. In addition, socioeconomic background has a significant impact on students' academic achievement. Students with high SES levels outperform middle class students and students Middle-class students outnumber middle-class students with lower SES levels (Garzón, 2006; Kahlenberg, 2006; Kirkup, 2008). All of the participants of this study were from rural areas of Chattogram, Bangladesh. As this research found a significant and positive relation between guardian's support to their children's academic progress every factors will play an important role in developing primary education inclusively. Along with that, Parental education and family SES levels are positively correlated with the quality of student performance (Caldas & Bankston, 1997).

5.2 Conclusion

This study had involved all of the participants inclusively and pushes them to think critically about their child's education and their contribution. This research visualized the whole idea of father's and mother's attachment to children's institutional upgrade and it had created several possible alternative that can be nourished and actioned to develop primary education inclusively. The result of positive correlation of guardian's (father and mother) to children's schooling result may aware the parents to involve with their child education proactively to build a dynamic future and academic achievement for their children.

5.3 Recommendations

- As this was proved that parent's healthy relationship with teachers and parent's engagement with school network had impacted students' academic achievement significantly there can several researches be conducted on those decisive factors in order to improve the primary education sector of Bangladesh.
- This study may help to find more related and significant factors on further research like parents' communication and relationship with teachers and parents and students participation in extracurricular activities which showed a significant connection regarding academic achievement in this research.
- This study may help to upgrade student's academic achievement strategically.
- Several research may conduct in order to establish the connectivity of parents' leadership, students' leadership, teachers' leadership and school improvement committee to students' academic and social achievement.

- This research may increase the participation of parents regarding nurturing their child socially and academically.
- This study may contribute to the policy makers to improve primary education quality regarding parental participation in academic programs, extracurricular programs, and school improvement policy and quality academic achievements of the students.

References:

1. Alcalay, L. M. (2005). Alianza efectiva familia-escuela: un programa audiovisual para padres. *Psychke*, 149-161. doi:10.4067/S0718-22282005000200012
2. Barge, K. J., & Loges, W. E. (2003). Parent, student, and teacher perceptions of parental involvement. *Journal of Applied Communication Research*, 31(2), 140-163. doi: <http://dx.doi.org/10.1080/0090988032000064597>
3. Bokszczanin, A. (2008). Parental Support, Family Conflict, and over Protectiveness: Predicting PTSD Symptom Level of Adolescents 28 Month after a Natural Disaster. *Anxiety, Stress, and Coping: An International Journal*, 21(4), 325-335. doi:<http://dx.doi.org/10.1080/10615800801950584>
4. BANBEIS (Bangladesh Bureau of Educational Information and Statistics). (2012). *Number of non-government school by type of managing committee*. Dhaka, Bangladesh: Ministry of Education.
5. Caldas, S. J., & Bankston, C. L. (1997). The effect of school population socioeconomic status on individual student academic achievement. *Journal of Educational Research*, 90, 269-277.
6. Crozier, G. (1999). Parental involvement: who wants it? *International Studies in Sociology*, 9(3), 219-238.
7. Crozier, G., & Devies, J. (2005). Hard to reach parents or hard to reach schools? A discussion of home-school relations, with particular reference to Bangladeshi and Pakistani parents. *British Educational Research Journal*. doi:<https://doi.org/10.1080/01411920701243578>
8. Diaz, A. L. (2003) Personal, family, and academic factors affecting low achievement in secondary school. *Electronic Journal of Research in Educational Psychology and psychopadology*, Vol. 1. No 1, pp. 43-66. April 2003.
9. Darling, N., Caldwell, L. L., & Smith, R. (2005). Participation in school-based extracurricular activities and adolescent adjustment. [Electronic version]. *Journal of Leisure Research*. v.37.
10. Dushek., S. E. (2001). Parents' perceived effectiveness of parental involvement on their children's education at red cedar vocational and special education center in Rice Lake, *Wisconsin (Unpublished master's thesis)*. Menomonie, WI: University of Wisconsin-Stout, The Graduate College.
11. Epstein, J. L. (2004). Meeting no child left behind requirements for family involvement. *Middle Ground*, 8(1), 14-17.

12. Fan, X. (2001). Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis. *The Journal of Experimental Education*, 70(1), pp. 27-61
13. Furstenberg, F. F., & Hughes, M. E. (1995). Social capital and successful development among at-risk youth. *Journal of Marriage and the Family*, 57, 580-592.
14. Galiher, Sean (2006). Understanding the effect of extracurricular involvement. A Research Project Report Presented to the School of Education Indiana University South Bend In Partial Fulfillment of the Requirements for the Degree Master of Education.
15. Garzon, G. (2006). Social and cultural foundations of American education. Wikibooks. Retrieved from http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education/Chapter_10_Supplemental_Materials/What_factors_influence_curriculum_design%3F1
16. Goddard, R. D. (2003). Relational networks, social trust, and norms: A social capital perspective on students' chances of academic success. *Educational Evaluations & Policy Analysis*, 25, 59-74.
17. Grace, A. M., Jethro, O. O., & Aina, F. F. (2012). Roles of parent on the academic performance of pupils in elementary schools. *International Journal of Academic Research in Business and Social*, 2(1), 196–201.
18. Gonzalez-Pienda, J.A, Nunez, J.C., Gonzalez-Pumariega, S., Alvarez, L., Roces, C. & Garcia, M. (2002). A Structural Equation Model of Parental Involvement, Motivational and Aptitudinal Characteristics, and Academic Achievement. *The Journal of Experimental Education*, 70(3), pp. 257-287.
19. Good, C.V. (1973). *Dictionary of education*, New York, McGraw Hill Book Company, p.7.
20. Hasan, M. (2016). Correlates of Parental Support and Academic Achievement of Male and Female Secondary School Students. *The International Journal of Indian Psychology*, 3(2). Retrieved from <http://www.ijip.in>
21. Hijazi, Syed Tahir and Naqvi, S.M.M. Raza. (January 2006). 'Factors Affecting Students' Performance: A Case of Private Colleges'. *Bangladesh e-Journal of Sociology: Volume 3, Number 1*.

22. Hussain, Ch. Abid. (June 2006). Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. *Bulletin of Education and Research*, vol.28, No. 1 (35-45).
23. Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3-42.
24. Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37–52.
25. Islam, A. (2017). Parental Involvement in Education: Evidence from Field Experiments in Developing Countries. *Monash Business School*, 1-10. Retrieved from <https://www.monash.edu/business/economics/research/publications/publications2/0217parentalis lam.pdf>
26. Kahlenberg, R. D. (2006). Integration by income. *American School Board Journal*. Retrieved from <http://www.equaleducation.org/commentary.asp?opedi d=1332>
27. Kirkup, J. (2008). Middle-class children resentful at being pushed to succeed. *Telegraph*. Retrieved from <http://www.telegraph.co.uk/education/3330301/Middleclasschildren-resentful-at-being-pushed-to-succeedpoll-shows.html>
28. Kristjansson, A. S. (2009). The role of parental support, parental Monitoring and Time spent with parents in Adolescent Academic Achievement in Iceland: A Structural Model of Gender Differences. *Scandinavian Journal of Educational Research*, 35(5), 481-496.
29. Laura Lara, & Saracostti, M. (2019, June 27). Effect of Parental Involvement on Children's Academic Achievement in Chile. *Psychol*. doi:<https://doi.org/10.3389/fpsyg.2019.01464>
30. McCoy, L. P. (2005). Effect of demographic and personal variables on achievement in eighth grade algebra. *Journal of Educational Research*, 98 (3), 131-135.
31. Michael, S.O. (1998). Restructuring US higher education: Analyzing models for academic program review and discontinuation. *The Review of Higher Education*, 21(4), 377-404.
32. Peng, S. S., & Hall, S. T. (1995). Understanding racial-ethnic differences in secondary school science and mathematics achievement (NCES No. 95710). Washington DC: U.S. Department of Education.
33. Schneider, B. & Lee, Y. (1990). A Model for Academic Success: The School and Home Environment of East Asian Students. *Anthropology & Education Quarterly*, 21(4), pp. 358-377

34. SEQAEP (Secondary Education Quality Access and Enhancement Project). (2014). Policy of Parents Teachers Association (PTA). Dhaka, Bangladesh: Ministry of Education, Directorate of Secondary and Higher Education.
35. Smith, A. (2011). Parent Involvement in Education: 4 Key Tips. Retrieved from www.education.com/pdf/parent-involvement-education/
36. Starkey, P. &. (2010). Fostering Parental Support for Children's Mathematical Development: An Introduction to Head Start Families. *Early Education and Development*, 11(5), 659-680. Retrieved from http://dx.doi.org/10.1207/s15566935eed1105_7
37. Sukamolson, S. (2007). Fundamentals of quantitative research. *Academia.edu*.
38. Thompson, K. (2015, May 18). Positivism and Interpretivism in Social Research. *Revise Sociology*. Retrieved from <https://revisesociology.com/2015/05/18/positivism-interpretivism-sociology/>
39. UNESCO-IIEP (1992), *Increasing and improving the quality of basic education*. International Institute of Educational Planning, UNESCO, Paris.
40. Vellymalay, S. K. (2012). The impact of parent's socioeconomic status on parental involvement at home: A case study on high achievement Indian students of a Tamil School in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 2(8), 1–14.
41. Yoder, J. R., & Lopez, A. (2013). Parents perceptions of involvement in children's education: Findings from a qualitative study of public housing residents. *Child and Adolescent Social Work Journal*, 30(5), 415–433.

Appendices

Appendix A: Research tools

The survey questions for this quantitative research will be semi-structured. There will be several close-ended questions (Likert scale) that will be answered by the participants. The format of the question will be designed based on the conceptual framework. Questions related to parental involvement and students' academic achievement will be constructed. The survey questionnaire will be constructed through observation of the research site. As have an idea about the knowledge, culture and beliefs of the communities where I will conduct my survey it will help me to design my questionnaire in an easy way for my participants. I will go to the research site for collecting data through a survey from the randomly chosen participants. Consent of participation in the survey will be taken from every participant. Every sequential question will be written in Bangla along with easy words and I will also explain to them the meaning of each question. A constructive instruction of the whole survey will be explained in detail with everyone. To collect students' academic achievement, with the consent of head-teacher, I will collect students' average total mark (out of 600) that they had achieved during the annual examination of year 2017, 2018 and 2019 from school's result register book.

Appendix B: Data Analysis Output

Gender

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	<i>Male</i>	23	51.1	51.1	51.1
	<i>Female</i>	22	48.9	48.9	100.0
	<i>Total</i>	45	100.0	100.0	

Monthly income in BDT

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	<i>1-10000</i>	14	31.1	31.1	31.1
	<i>10001-25000</i>	28	62.2	62.2	93.3
	<i>25001-40000</i>	3	6.7	6.7	100.0
	<i>Total</i>	45	100.0	100.0	

Educational qualification

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	<i>No education</i>	20	44.4	44.4	44.4
	<i>Primary level</i>	15	33.3	33.3	77.8
	<i>Secondary level</i>	8	17.8	17.8	95.6
	<i>Undergraduate</i>	2	4.4	4.4	100.0
	<i>Total</i>	45	100.0	100.0	

Average total mark of annual examination

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Valid</i>	<i>Below 198</i>	5	11.1	11.1	11.1
	<i>199-300</i>	9	20.0	20.0	31.1
	<i>301-400</i>	6	13.3	13.3	44.4
	<i>401-500</i>	14	31.1	31.1	75.6

501-600	11	24.4	24.4	100.0
<i>Total</i>	45	100.0	100.0	

Profession

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Daily labor</i>	8	17.8	17.8	17.8
<i>Garments worker</i>	12	26.7	26.7	44.4
<i>Service holder</i>	5	11.1	11.1	55.6
<i>Valid Small business person</i>	7	15.6	15.6	71.1
<i>Other</i>	13	28.9	28.9	100.0
<i>Total</i>	45	100.0	100.0	

Correlations

		Father's involvement in child's education at home	Mother's involvement in child's education at home	Sibling's involvement in child's education at home	Tutor's involvement in child's education at home	Child's involvement in him/herself education at home	Average total mark of annual examination
Father's involvement in child's education at home	Pearson Correlation	1	.312*	.229	-.016	-.251	.449**
	Sig. (2-tailed)		.037	.130	.915	.096	.002
	N	45	45	45	45	45	45
Mother's involvement in child's education at home	Pearson Correlation	.312*	1	.233	-.080	.071	.364*
	Sig. (2-tailed)	.037		.123	.600	.645	.014
	N	45	45	45	45	45	45
Sibling's involvement in child's education at home	Pearson Correlation	.229	.233	1	.225	-.032	.337*
	Sig. (2-tailed)	.130	.123		.137	.832	.024
	N	45	45	45	45	45	45
Tutor's involvement in child's education at home	Pearson Correlation	-.016	-.080	.225	1	-.059	.311*
	Sig. (2-tailed)	.915	.600	.137		.701	.038
	N	45	45	45	45	45	45
Child's involvement in him/herself education at home	Pearson Correlation	-.251	.071	-.032	-.059	1	.314*
	Sig. (2-tailed)	.096	.645	.832	.701		.036
	N	45	45	45	45	45	45
Average total mark of annual examination	Pearson Correlation	.449**	.364*	.337*	.311*	.314*	1
	Sig. (2-tailed)	.002	.014	.024	.038	.036	
	N	45	45	45	45	45	45

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Good relationship with class teacher	Proactive communication with class teacher	Monitoring teacher's classes	Cooperate with teacher's support	Contact with subject teacher if any challenge rise	Average total mark of annual examination
Good relationship with class teacher	Pearson Correlation	1	.646**	.427**	.302*	.537**	.604**
	Sig. (2-tailed)		.000	.003	.044	.000	.000
	N	45	45	45	45	45	45
Proactive communication with class teacher	Pearson Correlation	.646**	1	.363*	.402**	.581**	.744**
	Sig. (2-tailed)	.000		.014	.006	.000	.000
	N	45	45	45	45	45	45
Monitoring teacher's classes	Pearson Correlation	.427**	.363*	1	.601**	.273	.423**
	Sig. (2-tailed)	.003	.014		.000	.069	.004
	N	45	45	45	45	45	45
Cooperate with teacher's support	Pearson Correlation	.302*	.402**	.601**	1	.474**	.389**
	Sig. (2-tailed)	.044	.006	.000		.001	.008
	N	45	45	45	45	45	45
Contact with subject teacher if any challenge rise	Pearson Correlation	.537**	.581**	.273	.474**	1	.736**
	Sig. (2-tailed)	.000	.000	.069	.001		.000
	N	45	45	45	45	45	45
Average total mark of annual examination	Pearson Correlation	.604**	.744**	.423**	.389**	.736**	1
	Sig. (2-tailed)	.000	.000	.004	.008	.000	
	N	45	45	45	45	45	45

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Taking update on cultural and national program	Participating in program organizing committee	Encourage child to participate extra curricular program	Encourage child to create social relationship	Attending in extra curricular program	Average total mark of annual examination
Taking update on cultural and national program	Pearson Correlation	1	.654**	.612**	.570**	.509**	.461**
	Sig. (2-tailed)		.000	.000	.000	.000	.001
	N	45	45	45	45	45	45
Participating in program organizing committee	Pearson Correlation	.654**	1	.424**	.375*	.702**	.241
	Sig. (2-tailed)	.000		.004	.011	.000	.110
	N	45	45	45	45	45	45
Encourage child to participate extra curricular program	Pearson Correlation	.612**	.424**	1	.840**	.526**	.736**
	Sig. (2-tailed)	.000	.004		.000	.000	.000
	N	45	45	45	45	45	45
Encourage child to create social relationship	Pearson Correlation	.570**	.375*	.840**	1	.458**	.610**
	Sig. (2-tailed)	.000	.011	.000		.002	.000
	N	45	45	45	45	45	45
Attending in extra curricular program	Pearson Correlation	.509**	.702**	.526**	.458**	1	.425**
	Sig. (2-tailed)	.000	.000	.000	.002		.004
	N	45	45	45	45	45	45
Average total mark of annual examination	Pearson Correlation	.461**	.241	.736**	.610**	.425**	1
	Sig. (2-tailed)	.001	.110	.000	.000	.004	
	N	45	45	45	45	45	45

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Actively participate in parents meeting	Providing feedback to school for improvements	Supporting School Management Committee	Good network with academic stakeholders	Encourage other parents to actively participate	Average total mark of annual examination
Actively participate in parents meeting	Pearson Correlation	1	.865**	.484**	.666**	.629**	.628**
	Sig. (2-tailed)		.000	.001	.000	.000	.000
	N	45	45	45	45	45	45
Providing feedback to school for improvements	Pearson Correlation	.865**	1	.616**	.833**	.692**	.730**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	45	45	45	45	45	45
Supporting School Management Committee	Pearson Correlation	.484**	.616**	1	.647**	.522**	.428**
	Sig. (2-tailed)	.001	.000		.000	.000	.003
	N	45	45	45	45	45	45
Good network with academic stakeholders	Pearson Correlation	.666**	.833**	.647**	1	.591**	.562**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	45	45	45	45	45	45
Encourage other parents to actively participate	Pearson Correlation	.629**	.692**	.522**	.591**	1	.526**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	45	45	45	45	45	45
Average total mark of annual examination	Pearson Correlation	.628**	.730**	.428**	.562**	.526**	1
	Sig. (2-tailed)	.000	.000	.003	.000	.000	
	N	45	45	45	45	45	45

** Correlation is significant at the 0.01 level (2-tailed).

Appendix C: Consent Letter

Title: Correlation of parental involvement to students' academic achievement: A quantitative study on government primary schools in Chattogram, Bangladesh.

Dear Respondent,

Greetings!

This is S.A.M. Nazmul Alam Robin here with you for my thesis purpose and seeks your cooperation through participating in this survey. My thesis title is “Correlation of parental involvement to students' academic achievement: A quantitative study on government primary schools in Chattogram, Bangladesh”. At present, I am doing “Master of Education” (M.Ed) under Institute of Educational Development (IED), BRAC University.

To accomplish my Master's degree, I have to prepare a research monograph. The purpose of my research is to explore either there any correlation exists or not between parental involvement and students' academic achievement. If exist then how these are correlated with each other; positive, negative or neutral. Your authentic contribution in this survey may play a significant role in policy making related to enhance quality education inclusively in our country. In this respect, I seek your generous co-operation and you are cordially requested to fulfill this questionnaire. Note that all the information provided by you will be strictly confidential and your answers will not be published in any circumstances. There will be 30 participants like you and all off your information will be analyzed for findings. You will not get any kind of extra benefit or stipend to participate in this survey. If you feel uncomfortable to answer any question, feel free to leave them blank. But, you are requested to write the correct answer that you believe to be.

I would really appreciate if I could take 20-25 minutes of your valuable time.

Kind regards,

S.A.M. Nazmul Alam Robin

M.Ed Student, BRAC University

Signature with date