

THE IMPACT OF PARENTAL INVOLVEMENT ON THE ACADEMIC PERFORMANCE OF PRIMARY EDUCATION OF CHILDREN IN CBSE SCHOOLS IN DUBAI

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ABSTRACT: This study aims to investigate the connection between parental support and academic achievement among primary school students (grades 1 to 5) in CBSE (Central Board of Secondary Education) schools. CBSE schools are known for their precise academic standards, and their primary education curriculum highlights physical, emotional, social, and mental development, requiring support from parents. This research focuses on both working and single stay-at-home parents and their impact on academic performance based on the amount of time they offer to their children's academics daily. The research question is whether there is a connection between parental support and academic achievement, considering the conditions of both working and stay-at-home parents. As students spend more time with their families than at school, it is expected that their academic performance will be affected by their family environment. Therefore, this study seeks to investigate the relationship between parental involvement in school and students' academic achievement. The research will involve a general study of both working and stay-at-home parents and their levels of parental support for academics. A quantitative research approach will be used, with 140 parents of primary school students (both working and single stay-at-home) completing a Microsoft form questionnaire to evaluate their parental support and its impact on academic performance.

Keywords: Parental Engagement; working parents; single stay at home parent: academic performance

INTRODUCTION

Dubai is a city with a large Asian population, comprising mostly Indians, estimated at approximately 3.5 million people, according to a 2021 survey. Among the Indian community, CBSE (Central Board of Secondary Education) schools are a common choice for their

children's education, with factors such as the Indian curriculum, fee structure, and repatriation solutions being measured when selecting a school. Primary education in CBSE schools aims to prepare children physically, emotionally, socially, and mentally for formal schooling through continuous and

comprehensive assessments, which involve parental support as children move from kindergarten to new subjects. During the COVID-19 pandemic, when students had to learn online, 61% of Dubai parents were actively involved in their children's education, highlighting the importance of parental support for completing tasks, homework, and online tests. Research by Ronald Ferguson in 2019 shows that nearly half of a child's achievement in school can be accredited to factors outside the school, including parental support. Parental engagement in Dubai schools has been found to be closely linked to academic achievement and enhanced social skills. Maysa Jalbout, CEO of the Abdulla Al Ghurair Foundation for Education in Dubai, has stated that parental engagement is the most significant factor in improving student achievements.

A survey of expatriate parents found that they spend as little as 50 minutes a day with their children, with long working hours and commuting times being the main reasons cited for the lack of parental support. Other factors such as TV, internet use, and household tasks were also identified as contributing to the lack of parental support. Parents have recognised a lack of time as the primary cause of non-parental support. Working parents face numerous challenges when it comes to providing support to their children's academic pursuits. Long working hours, commuting, and household responsibilities can leave little time for

parents to actively engage in their children's education. This can lead to feelings of fault and frustration, as well as a sense of disconnect from their child's academic progress.

Stay-at-home parents may also face challenges when it comes to providing support to their children's education. They may feel overwhelmed with the responsibilities of managing the household, caring for young children, and delivering academic support to older children. Additionally, they may feel isolated and unsubstantiated, which can impact their ability to provide effective support to their children's academic pursuits.

Research has revealed that parental involvement in education can have numerous benefits for children, including improved academic performance, high self-esteem, and better social skills. Parental involvement can also lead to improved communication between parents, teachers, and students, which can produce a more supportive and collaborative learning environment. Schools can play an important role in encouraging parental involvement in education. They can provide resources and backing to parents, such as workshops, parent-teacher sessions, and access to educational materials. Schools can also create a culture of collaboration and communication, where parents feel received and valued as partners in their child's education.

LITERATURE REVIEW

This paper provides a literature review on the relationship between parental involvement and academic achievement, with a comprehensive focus on primary level CBSE schools in Dubai. While it is commonly assumed that parental involvement is directly linked to academic achievement, research has shown that this relationship is not always upfront and can vary depending on factors such as a child's IQ level.

Studies have highlighted the positive impact of home-based parental involvement activities, such as managing studies and engaging in school-related activities with children, on academic performance. Parents are seen as significant mentors and play a crucial role in supporting their children's academic events.

However, not all types of parental involvement have been found to have a encouraging association with academic achievement. Some studies have shown undesirable or null associations. Overall, while parental involvement is related to academic achievement, the relationship is not as strong as previously believed. Various forms of parental involvement have been emphasised, including communication between families and schools, supporting learning activities at home, and involvement in school activities. Chile has documented the importance of collaborative relationships between families and schools and has developed a National

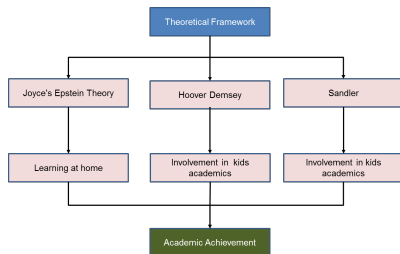
Policy for Fathers, Mothers, and Legal Guardians Participation in the Educational System, which was updated in 2017.

Further research has also highlighted the importance of considering cultural and socio-economic factors when inspecting the relationship between parental involvement and academic achievement. For example, a study by Kim and Sheridan (2018) found that the relationship between parental involvement and academic achievement was stronger for low-income families than for higher-income families.

In addition, some studies have suggested that the quality of parental involvement may be better than the quantity. For instance, a study by Jeynes (2016) found that certain forms of parental involvement, such as discussing schoolwork with children and joining school events, were more strongly related to academic achievement than other forms, such as providing resources such as books and computers.

Overall, while the relationship between parental involvement and academic achievement is complex and can differ depending on various factors, research has consistently emphasised the importance of parental involvement in supporting children's academic success. Therefore, it is crucial for schools and educators to work collaboratively with families to promote effective parental involvement and support students' academic growth.

Theoretical Framework



The study employs the theories of Joyce's Epstein theory as well as the Hoover-Demsey and Sandler model to understand the involvement of parents in various aspects related to their children's education.

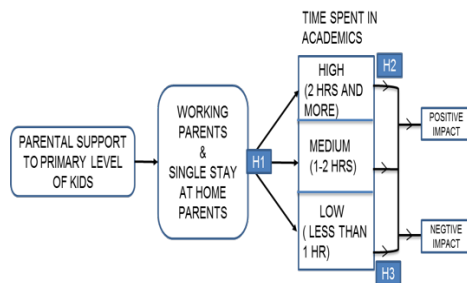
Joyce's Epstein theory emphasizes that parents can contribute to their children's educational development through multiple domains. These domains include parenting, which involves creating and maintaining a nurturing environment for children at home. Another aspect is communication, where parents engage in regular and effective communication with their child's teachers and school personnel. Volunteering refers to parents actively participating in school activities or events. Learning at home emphasizes the importance of parents facilitating and supporting their child's learning outside of the school environment. Decision making involves parents being involved in important decisions related to their child's education. Lastly, collaborating signifies the partnership between parents and

school personnel to enhance the educational experience of their child.

On the other hand, the Hoover-Demsey and Sandler model suggests that parental involvement is motivated by certain factors. These factors include encouragement, where parents provide support and praise to their child's efforts and achievements. Modelling refers to parents setting positive examples for their child through their own behaviour and actions. Reinforcement signifies the use of rewards and recognition to reinforce desired behaviours in their child's education. Instruction involves parents providing guidance and instruction to their child, ensuring that they understand their educational tasks and activities. Lastly, the sense of efficacy for helping the child succeed in school refers to parents believing in their ability to support and assist their child effectively.

By utilizing these theories, the study aims to explore and understand the various dimensions of parental involvement in education. It seeks to identify the factors that motivate parents to actively engage in their child's educational journey. This research contributes to the existing body of knowledge by shedding light on the importance of parental involvement in fostering academic success for children.

Conceptual Framework



This study aims to investigate the relationship between time spent by working and single stay at home parents with their children and academic achievement in primary level CBSE schools in Dubai. The independent variables in this study are categorized into three levels: high, medium, and low, based on the time spent by parents with their children. The dependent variable is academic achievement, and the challenges associated with parental involvement will also be explored.

1. There is a significant difference in the time spent by working and single stay at home parents with their children in terms of academic support.
2. Students who receive more parental support perform better academically compared to those who receive less parental support.
3. The level of parental support provided to children is dependent on the time spent by parents with their children.

Through this study, we aim to identify the challenges faced by working

and single stay at home parents in providing academic support to their children. The findings of this study can help educators and parents to understand the importance of parental involvement in a academic achievement and develop strategies to promote effective parental involvement in primary level CBSE schools in Dubai.

METHODS

The study involved a sample of 200 parents, comprising 100 working parents and 100 single stay-at-home parents. A survey was directed to collect data on the time spent by parents in their children's academics and the academic performance of their children. The survey also comprised questions on the impact of parental involvement on children's academic performance. The data collected was analysed using descriptive statistics and correlation analysis.

Research Design

This study will operate a quantitative descriptive research design to gather data on the level of parental support provided by working and single stay at home parents to their children in primary level CBSE schools in Dubai. A cross-sectional study will be conducted, which involves collecting data from multiple individuals at a single point in time. This design allows for the observation of variables without influencing them (Lauren Thomas, 2020).

Population and Sample

The targeted population for this study is 140 Indian parents residing in Dubai, who have children in primary level CBSE schools. Both working and single stay at home parents will be included in the sample, which will be randomly selected from the community, including neighbour's, family, and friends.

Data Collection

Data will be collected using a quantitative research method through Google Forms, which will be distributed to the sample population. The survey will include questions related to the level of parental support provided by both working and single stay at home parents, including the time spent additional questions will gather information on parental employment, involvement of parents and academic performance.

Data Collection Instrument

The primary data collection instrument will be a questionnaire administered through Google Forms. The questionnaire will include questions related to the level of parental support provided by both working and single stay at home parents, as well as questions related to demographic characteristics. The questionnaire will be designed to gather data on the impact of parental support on academic performance, as well as the challenges faced by parents in providing support.

Data Analysis

The data collected through Google Forms will be analysed using quantitative methods, including

descriptive statistics and inferential statistics. The findings of this study will help to understand the relationship between parental support and academic achievement and identify strategies to promote effective parental involvement in primary level CBSE schools in Dubai.

To ensure the validity and reliability of the data collected, the questionnaire will be pre-tested on a small sample of parents before it is administered to the larger sample. This will help to identify any issues with the questionnaire and make necessary adjustments. The data collected through Google Forms will be analysed using statistical software such as SPSS. Descriptive statistics such as mean, standard deviation, and frequency distribution will be used to describe the data. Inferential statistics such as correlation and regression analysis will be used to examine the relationship between parental support and academic achievement. Finally, the findings of this study can be used to inform policy and practice in primary level CBSE schools in Dubai. Educators and policymakers can use the findings to develop effective strategies to promote parental involvement and support academic achievement in students. Ethical considerations will also be considered during the data collection process. Informed consent will be obtained from all participants before they complete the questionnaire. Participants will also be assured of their anonymity and confidentiality, and their data will be kept secure. The limitations of this study may include the self-

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reporting bias of participants, as well as the small sample size. However, the findings of this study can provide valuable insights into the relationship between parental support and academic achievement in primary level CBSE schools in Dubai and inform strategies

for promoting effective parental involvement to support student success.

RESULTS AND DISCUSSION

General feedback questionnaire of working parents:

SI no.	Description	Total Participants	Responded participants	% of Participants
Working Parents = 46 nos.				
Parents general feedback				
1	Is CBSE curriculum more challenging than other curriculums		47	78%
2	Parents attending the school events and parent/teacher conferences		43	61%
3	Parents who are informed about their Childs academic progress		70	100%
4	Parents who think parental involvement have positive impact on Childs academic performance		65	92%
5	Parents seeking external help for their Childs academics		27	38%
6	Parents of the opinion that parental involvement is vital for primary class compared to higher class.		34	48%
7	Parents believing that parental involvement help prevent behavioural issues in Childrens	70 nos.	44	62%
8	Parents believing that parental involvement help improve Childs social skills		66	94%
9	Parents communicate with their child's teacher to get feedback on their child's academic performance.		43	61%
10	Parents who believe their Schools could encourage more parental involvement		65	92%
Parental involvement				
11	Parents helping their children with their Homework/ Projects		47	67%
12	Parents helping their child in Academics daily		35	50%
13	Parents providing academic support to their children with their various works		70	100%

SI no.	Description	Total Participants	Responded participants	% of Participants
14	Parents balancing their work responsibilities and also actively supporting their Childs academic pursuits		56	80%
15	Parents motivating their Child to study well at School		70	100%
16	Parents encouraging their child to have good study habits		70	100%

Report on General Feedback Questionnaire of Working Parents

The purpose of this report is to examine responses from a full response questionnaire by working parents on their involvement in their child's education. All 70 participants agreed that they provide academic support for their children's projects, reflecting parents' commitment to improving their child's learning. Most parents said they balanced their job responsibilities while being diligent support their child's academic achievement, which means they are deeply committed to their child's education. All 70 parents reported encouraging their child to do well in school, emphasizing the importance of parental encouragement to enhance their child's academic achievement. Similarly, all 70

respondents encouraged their child to develop good study habits, indicating the efforts of all parents to foster good study habits.

In conclusion, the open-ended questionnaire indicated that working parents are actively involved in their child's education. They believe in the rigor of the CBSE curriculum, recognize the positive impact of parental involvement on academic achievement, and actively support their child's learning and overall development. The high response rate and positive comments highlight the importance of continued efforts to foster parental involvement and collaboration between schools and parents for the holistic development of children.

General feedback questionnaire of non-working parents:

SI no.	Description	Total Participants	Responded participants	% of Participants
Non Working Parents = 40 nos.				
Parents general feedback				
1	Is CBSE curriculum more challenging than other curriculums		31	44%
2	Parents attending the school events and parent/teacher conferences.	70 nos.	65	92%
3	Parents who are informed about their Childs academic progress		69	98%

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4	Parents who think parental involvement have positive impact on Childs academic performance	63	90%
5	Parents seeking external help for their Childs academics	13	18%
6	Parents of the opinion that parental involvement is vital for primary class compared to higher class.	37	52%
7	Parents believing that parental involvement help prevent behavioural issues in Childrens	64	91%
8	Parents believing that parental involvement help improve Childs social skills	21	30%
9	Parents communicate with their child's teacher to get feedback on their child's academic performance.	70	100%
10	Parents who believe their Schools could encourage more parental involvement	70	100%
Parental involvement			
11	Parents helping their children with their Homework/ Projects	53	75%
12	Parents helping their child in Academics daily	57	81%
13	Parents providing academic support to their children with their various works	68	97%
14	Parents balancing their work responsibilities and actively supporting their Childs academic pursuits	62	88%
15	Parents motivating their Child to study well at School	70	100%
16	Parents encouraging their child to have good study habits	70	100%

Report on General Feedback Questionnaire of Non-Working Parents

The aim of this report is to analyse responses from a full response questionnaire provided by non-working parents on their involvement in their child's education. A total of 70 subjects were included in the study, all of whom responded to the questionnaire. Seventy participants were non-working parents

and their general responses, as well as other aspects of parental involvement, were assessed.

Overall, the data suggest that academically strong parents, who attend many school conferences and parent/teacher conferences, interact regularly with teachers, and actively support a variety of academic activities. However, there is room for improvement in areas such as encouraging parental

involvement in better quality students and increasing attention to improving life skills and parental involvement in the 19th century. Schools can take these findings into consideration to encourage

and support greater parental involvement in their curriculum.

Time Spent by working and non-working parents with kids

Parental involvement in children's academics	Time spent on daily basis in %		
	Less than an hour	1-2 hours	More than 2 hours
Working parent	68	23	9
Non-working parent	27	56	17

The data used in this report come from a survey of a sample of parents, including both employed and non-employed individuals. Participants were asked to report the amount of time they spent do their children's lessons every day. interesting insights they found. was collected through a cross-sectional survey of parents. The survey included questions about their work situation and daily time spent in their child's classroom. Responses were categorized into three categories: less than 1 hour, 1-2 hours, and more than 2 hours. Percentages were calculated for each category and compared between working and non-working parents.

of working parents surveyed studied for less than an hour per day, with 23% reporting 1-2 hours of study. The remaining 9% committed to investing more than 2 hours in their child's education. These figures suggest that most working parents may face challenges due to deadlines and other work-related commitments. In contrast, non-working parents tended to be more involved in their children's education. Only 27% of non-working parents work less than an hour, while a significant 56% work 1-2 hours a day. Also, 17% of non-working parents more than that of working parents.

The results of the study provide insight into the level of parental involvement based on their working conditions in children's education. 68%

Childrens academic performance feedback:

A. Children with working parent

Feedback from	Childrens academic performance %			
	Excellent	Very good	Good	Fair
Parent	0.26	0.45	0.19	0.86

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Teacher	0.28	0.41	0.23	0.65
Mean	0.27	0.43	0.21	0.36

Children with non-working parent

Feedback from	Childrens academic performance %			
	Excellent	Very good	Good	Fair
Parent	0.35	0.42	0.15	0.05
Teacher	0.42	0.35	0.17	0.07
Mean	0.38	0.38	0.16	0.06

The data shows the feedback from parents and teachers on the academic performance of children with working and non-working parents. The feedback is classified into four levels: excellent, very good, good, and fair. The mean values of the feedback are calculated for each level and each group of children.

The data recommends that children with non-working parents tend to receive higher feedback than children with working parents. The mean values of the feedback for children with non-working parents are higher than those for children with working parents in all four levels. The major difference is in the excellent level, where the mean value for children with non-working parents is 0.38, while the mean value for children with working parents is 0.27. The smallest difference is in the good level, where the mean value for children with non-working parents is 0.16, while the mean value for children with working parents is 0.21.

The data also shows some variation between the response from

parents and teachers. For both groups of children, the feedback from teachers is higher than the feedback from parents in the excellent and fair levels, while the feedback from parents is higher than the feedback from teachers in the very good and good levels. This may indicate that parents and teachers have different expectations and criteria for evaluating the academic performance of children.

The data does not provide any data on the possible causes or effects of the differences in feedback between the two groups of children. Further research may be needed to explore these aspects and to determine if there are any other factors that influence the academic performance and feedback of children with working and non-working parents.

The data shows how parents and teachers rate the academic performance of children with working and non-working parents. The ratings are divided into four levels: excellent, very good, good, and fair. The data also shows the average rating for each level and each group of children. The average rating is

calculated by adding the ratings from parents and teachers and dividing by two. The data reveals that children with non-working parents have higher average ratings than children with working parents in all four levels. For example, the average rating for children with non-working parents in the excellent level is 0.38, while the average rating for children with working parents in the same level is 0.27. The data also reveals that parents and teachers sometimes disagree on the ratings. For example, parents give higher ratings than teachers in the very good level (0.42 vs 0.35) and in the good level (0.15 vs 0.17), while teachers give higher ratings than parents in the excellent level (0.42 vs 0.35) and in the fair level (0.07 vs 0.05).

CONCLUSION

The study revealed that parental involvement in children's learning is important, regardless of whether parents work outside the home or stay at home. The amount of time parents spend with their children has a positive impact on their children's learning. Therefore, parents should make a conscious effort to spend extra study time with their children, regardless of work situation. This research can help educators and policymakers design programs that encourage parental involvement in children's learning. By encouraging parental involvement, we can assure that children will receive the support and guidance they need to succeed academically. Improved communication: Parental involvement

fosters improved communication between parents, teachers and students. This allows parents to understand their child's challenges, strengths, and academic progress, and provides additional effective support and guidance.

Parental interest and active involvement in their child's education can improve a child's academic success. The child feels valued and supported, which fosters a sense of responsibility and a desire to excel. Those involved in their child's learning can teach them valuable problem-solving skills. They can benefit their child in adopting critical thinking skills, brainstorming solutions, and supporting critical thinking, while encouraging independent learning and problem solving. Parental involvement can influence a child's attitude toward education. When parents express their child's enthusiasm and focus on learning, it can have a positive attitude towards learning, enthusiasm, and a lifelong interest in acquiring knowledge. Parents who are actively involved in their child's learning benefit from setting and reinforcing discipline and behavioural expectations. This can lead to increased classroom behaviour, better time management, and greater accountability for completing work and deadlines.

Increased parental involvement in education creates opportunities for parents and children to bond and spend quality time together. Collecting across tasks, learning together, and discussing learning goals can support parent-child relationships and build a strong

foundation of trust and support. Parental involvement requires more than education and can contribute to a child's overall development. Engaged parents can encourage new activities, interests, and engagement that support and enrich their child's educational journey, leading to more rounded and balanced development. Research continues to show that independent parenting will be associated with higher academic achievement and higher educational success. When parents are actively involved in their child's education from an early age, they lay a solid foundation for continued success throughout their school years and beyond.

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