



Farm Parent's Involvement in Their School Going Children's Education

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Abstract

Well-developed children are the result of best parenting. Parenting is a pair centred activity. Parents and children's influence each other which consequently affect the practices adopted for child upbringing. Parenting is a dynamic, arduous and long-lasting process. The objectives of the research are to assess farm parents' involvement in their school going children's education . To assess the impact and effect of parental background on their school going children's education. Research methodology is Kuppuswamy's modified Socio-Economic Status scale 2023 was used to assess the socio-economic status of selected farm parents in rural area. The parents of rural school going children in the age group of 6-10 years were included in the research study, selected randomly from different villages of Parbhani taluka. This research highlighted about the involvement of farm mothers and farm fathers in various development. On the whole it can be concluded from statistical analysis that statistically a higher percentage of mothers involved in children's education for the better academic achievement of school going children as compared to father. This result throws light on the urgent need of intervention about involvement in school going children education by fathers for the better academic achievement of school going children.

Key Words : Parenting, Socio-Economic Status, farm parents, academic achievement, rural school

Introduction

Well-developed children are the result of best parenting. Parenting is a pair centred activity. Parents and children's influence each other which consequently affect the practices adopted for child upbringing. Parenting is a dynamic, arduous and long-lasting process.



Parents need to know the scientific way of upbringing children for attaining their optimum development else they tend to fall prey to precarious misbeliefs and taboos of child upbringing which would hamper the children development. It is imperative for every generation parents to critically analyze child upbringing practices which are in vogue to know what is best and obsolete for children prior to their adoption. Parents try to learn from others experiences and the research findings for moulding their children's personality.

Parents can participate in their children's education by joining school boards, showing concern for their academic performance and dedicating themselves to their children's education by attending parent-teacher meetings in order to better understand their children's performance. Parents may participate in various ways. The active and ongoing involvement of a parent or other primary care in their children's educational experience is accurately referred to as parental involvement. Parents can help their children at home in a number of ways, including reading with them, supervising homework, and talking about the school day and events.

Teacher-student school academic endeavour has always depended heavily on parental participation. It is important to recognise the level of involvement that parents have in their children's education and school because they are one of the stakeholders in the school community and have a significant impact on the educational and environmental transformation of the children. Many parents whose children are currently enrolled in a particular school are extremely concerned, frequently volunteering to help in their children's classroom, staying in constant contact with their children's teachers, helping with their homework, participating in school projects, and talking to teachers about their children's specific academic strengths and weaknesses. Unfortunately, many parents are quite indifferent to their children's development.

To identify areas where the children's having trouble, parents should follow up with their children's subject instructors. When children struggle academically, parents go so far as to contact the instructor, fostering a bond between the two parties and demonstrating their devotion to their children's education. Parental involvement is a crucial component of education, according to Hornby and Lafaele (2011) and it can be achieved both at home through activities like reading aloud to children, assisting them with their homework, and at school through participation in events like parents' nights and educational workshops. Labahn (1995) declared that parents should participate in their children's sporting endeavours as well



because doing so will boost performance and provide encouragement.

The impact of parent-teacher partnerships on children's education is enormous. Parents feel more at ease when the educational system demands their participation in school activities. Parental and school administration co-operation can result in a greater improvement in the school's academic and physical performance. In order to help the school reach its aims and goals, administrators must urge parents to get involved and contribute (Sapungan & Sapungan, 2014). The involvement of parents in their children's education is beneficial since it raises academic achievement. Students sharpen their concentrate on academic tasks. This encourages students to persevere when they struggle with a specific concept and to attend class as scheduled.

This motivates students not to give up easily when they do not understand a certain subject and not to miss class because they know their parents always monitor school attendance (Lemmer, 2007). Students, whose parents are involved, active, and willing to learn precisely from a young age, learn persistence, because their parents constantly ask about their progress and do not want to disappoint them. Responsibility is part of the nature of children who can plan for the future and manage their work in accordance with their plans (Sapungan & Sapungan, 2014).

Parents should participate in the education of their children. In particular, parental involvement in their child's learning process offers many opportunities for success. Parents increase engagement and communication with their children and become more sensitive and responsive to their children's social, emotional and intellectual developmental needs. According to the Centre for Child Welfare (2010), why participation of parents in their children's education not only improves morals, attitudes, and academic achievements of children, but also improves behaviour and good social adjustment.

Methodology

The present study on, 'Assessment of Involvement of Farm Parents in Their School Going Children's Education and Its Effects on Their Scholastic Achievements' was planned with an objective to study the assessment of involvement of farm parents in their school going children's education and its effects on their scholastic achievements of their children aged 6-10years.

Total 4 villages of Parbhani taluka namely Jamb, Kinhola, Pedgaon and Borgaon of Parbhani district of Marathwada region of Maharashtra state were selected for sample selection



based on easy access and approachable to the investigator and also the sufficient number of parents of 6-10years old children were available in these localities.

Kuppuswamy's modified Socio-Economic Status scale 2023 was used to assess the socio-economic status of selected farm parents in rural area (Annexure-I). The socio- economic status of the farm families was assessed based on the information related to education, occupation and annual income of the sample rural farm parents. Based on obtained information, after dividing the score of both parents by 2.

Socio-economic status scale

| Score | Socio economic class |
|--------|----------------------|
| 16-25 | Upper Middle (II) |
| 11-15 | Lower middle (III) |
| 5-10 | Upper Lower (IV) |
| Below5 | Lower(V) |

The parents of rural school going children in the age group of 6-10 years were included in the research study, selected randomly from different villages of Parbhani taluka. The data pertaining to the study were collected by personally interviewing rapport with them, through participatory observations of school going children and their homes, by collecting their information on the assessment of involvement of farm parents in their school going children's education and its effects on their scholastic achievements. Approximate time taken for conducting the interview of each family member of children was 30 minutes. The data collected from the rural farm parents of school going children were pooled, tabulated statistically analyzed and discussed.

Distribution of sample (n=300)

Details of sample farm parents based on age and gender

| Demographic area of sample farm parents | Details of sample rural farm parents | | | |
|---|--------------------------------------|-----------|---------|---------|
| | Number | Age (Yrs) | Gender | |
| | | | Mothers | Fathers |
| Rural | 300 | 18-45 | 150 | 150 |



Findings

Background information of the sample rural farm parents

With respect to the family annual income, it was observed that irrespective of gender relatively a higher percentages of farm parents' family annual income were below Rs.40,000 (mothers 70.00% and fathers 33.33%) followed by Rs.40,000 to Rs.80,000 (mothers 28.00% and fathers 54.66%) and above Rs. 80,000 (mothers 2.00% and fathers 12.00%). However, about the socioeconomic status of the farm parents about 35.33 per cent of mothers and 37.33 per cent fathers belonged to upper lower socio-economic status, while 30.00 per cent of mothers and 32.00 per cent of fathers belonged to lower middle socio-economic status followed by lower socio- economic status (mothers 21.33% and fathers 17.33%). However about 13.33 per cent of them observed to be in upper middle socio-economic status.

The study on "Assessment of Involvement of Farm Parents in Their School Going Children's Education and Its Effects on Their Scholastic Achievements" was carried out in randomly selected 4villages of Parbhani district, Marathwada region of Maharashtra state.

This table reveals about background information of the sample rural farm parents. Irrespective of gender, with regard to age of farm parents, more than half of i.e. (72.00%) farm mothers were in the age range of 18yrs to 25 yrs while, remaining (28.00%) mothers were in the age range of 26 yrs to 35 yrs. On the other hand, less than half of i.e. (36.66%) farm fathers were in the age range of 18 yrs to 25 yrs while, 46.66 per cent belongs to 26 yrs to 35 yrs and remaining (16.66%) fathers were belongs to 36 yrs to 45 yrs. With regard to their type of family, it was recorded that relatively higher percentages of the farm parents were belongs to nuclear families (62.66%) followed by joint families (32.00%) and extended families (5.33%). Irrespective of gender, about 53.33 per cent of the sample farm parents belonged to the small sized families followed by the middle size (36.66%) and large size (10.00 %) families.

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It is clear from the results that majority of sample farm parents (62.00% mothers and 54.00% fathers) completed HSC / diploma followed by SSC (32.00% mothers and 16.66% fathers), graduates (4.66% mothers and 24.66%fathers). Only 1.33 per cent of mothers, completed primary school and 4.66 per cent of fathers completed post-graduation. With regard to parental occupation of the children, it was observed that the higher percentages of mothers (74.00%) and fathers (76.66%) were farmer (agriculture alone) followed by agriculture allied activities (5.33% mothers and 7.33% fathers), agriculture labourer services (18.66%mothers and 11.33% fathers) and agricultural business (2.00% mothers and 4.66%fathers).

Background information of the sample rural farm parents

| Parental Background information | Percentages of farm parents (300) | |
|---------------------------------|-----------------------------------|---------------|
| | Mothers (150) | Fathers (150) |
| Age of parents(yrs) | | |
| 18-25 | 72.00 (108) | 36.66(55) |
| 26-35 | 28.00 (42) | 46.66(70) |
| 36-45 | --- | 16.66(25) |
| Family types | | |
| Nuclear | 62.66 (94) | 62.66 (94) |
| Joint | 32.00 (48) | 32.00 (48) |
| Extended | 5.33 (8) | 5.33 (8) |
| Family Sizes | | |
| Small (<4) | 53.33 (80) | 53.33 (80) |
| Middle (5-8) | 36.66 (55) | 36.66 (55) |
| Large (>5) | 10.00 (15) | 10.00 (15) |
| Family annual income | | |
| Below 40,0000 | 70.00 (105) | 33.33(50) |
| 40,000-80,000 | 28.00 (42) | 54.66 (82) |
| Above 80,000 | 2.00 (3) | 12.00 (18) |
| Socio-economic Status | | |
| Upper middle | 13.33 (20) | 13.33 (20) |
| Lower middle | 30.00 (45) | 32.00 (48) |



| | | |
|---|-------------|-------------|
| Upper lower | 35.33 (53) | 37.33 (56) |
| Lower | 21.33 (32) | 17.33 (26) |
| Education | | |
| Post graduate | --- | 4.66 (7) |
| Graduate | 4.66 (7) | 24.66 (37) |
| HSC/Diploma | 62.00 (93) | 54.00 (81) |
| SSC | 32.00 (48) | 16.66 (25) |
| Primary School | 1.33 (2) | --- |
| Occupation | | |
| Agriculture alone | 74.00 (111) | 76.66 (115) |
| Agriculture allied activities (Animal husbandry, Fishery) | 5.33 (8) | 7.33 (11) |
| Agriculture+ labourer work | 18.66 (28) | 11.33 (17) |
| Agriculture + business | 2.00 (3) | 4.66 (7) |

Figures in parentheses indicate frequencies

Primary mode of transportation used by farm parents to commute their children to school

This illustrated about the primary mode of transportation used by farm parents to commute their children to school. It was observed that majority of mothers (90.00%) and more than half of fathers (68.66%) reported walking as the chosen mode. Autorikshaw (4.00%) and school buses (6.00%) were utilized by very less percentages of farm parents, while personal vehicles (4.66%) and bicycles (16.66%) were preferred by only fathers indicating a substantial gender disparity in transportation.

It is clear from results that highly significant difference was found in mothers and fathers regarding walking as the mode of transportation used by them to commute their children to school

Primary mode of transportation used by farm parents to commute their children to school

| Modes of transportation used by farm parents to commute their children to school | Percentages of farm parents (300) | | Z values |
|--|--------------------------------------|------------------|----------|
| | Mothers (150) | Fathers (150) | |
| Walking | 90.00(135) | 68.66(103) | 4.85** |
| Bicycle | --- | 16.66(25) | --- |



| | | | |
|------------------|---------|----------|-----|
| Personal vehicle | --- | 4.66 (7) | --- |
| Auto rickshaw | 4.00(6) | 4.00(6) | --- |
| School bus | 6.00(9) | 6.00(9) | --- |

Figures in parentheses indicate frequencies **P < 0.01 level

Farm parents' information about their children's school friends

This reveals about the number of school friend child had. It is clear from table (4.3) that more than half of farm parents (56.00% mothers and 59.33% fathers) said that their children have four or more friends followed by less percentages (30.00% mothers and 27.33 % fathers) reported that their children have two or three friends. On the other hand, very less percentages of both the farm parents (11.33% mothers and 10.00% fathers) reported that their children had only one friend, while negligible percentages of farm parents (2.66% mothers and 3.33% fathers) said that their children have no any friend.

Statistical analysis revealed that there were no significant differences found in mother and father regarding the information about their children's friends. It shows that farm parents' involvement in children's development is very less, they must increase their attention towards children's wholesome development.

Farm parents' information about their children's school friends

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|---|--------------------------------------|------------------|--------------------|
| | Mothers (150) | Fathers (150) | |
| 1 | 11.33(17) | 10.00(15) | 0.28 ^{NS} |
| 2-3 | 30.00(45) | 27.33(41) | 0.57 ^{NS} |
| Above 4 | 56.00(84) | 59.33(89) | 0.52 ^{NS} |
| None | 2.66(4) | 3.33(5) | 0.55 ^{NS} |

Figures in parentheses indicate frequencies

NS – Non-Significant

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Farm parents' information about time spent by their children with friends after regular school hours

This illustrates about farm parents' information about time spent by their children with friends after regular school hours. It is clear from table (4.4) that more than half of mothers (52.00%) and near about 45.33 per cent of fathers reported that their children spend more than three hours with their friends after regular school hours, while (34.00%-34.66%) mothers and fathers were knowing about their children spending 1 to 2 hours with their friends. Less



percentages (31.00%) of mothers and (13.33%) of fathers reported that their children spend less than one hour with their friends after regular school hours.

Non-significant differences were found in mothers and fathers regarding time spent by their children with their friends after regular school hours. On the basis of results, it can be suggested that parents should encourage their children to spend more time with friends to engage in healthy, constructive activities with their friends, such as sports, outdoor adventures, or group projects, which can contribute to their overall development.

Farm parents' information about time spent by their children with friends after regular school hours

| Farm parents' information about time spent by their children with friends after regular school hours | Percentages of farm parents (300) | | Z values |
|--|-----------------------------------|---------------|--------------------|
| | Mothers (150) | Fathers (150) | |
| Less than 1 | 13.33(20) | 20.66(31) | 1.64 ^{NS} |
| 1to 2 | 34.66(52) | 34.00(51) | --- |
| Above 3 | 52.00(78) | 45.33(68) | 1.21 ^{NS} |

Figures in parentheses indicate frequencies

NS – Non-Significant

Farm parents' information about their children's overall health status

This illustrates farm parents' information about their children's overall health status. It is clear from table that near about 39.33 per cent of mothers and 37.33 per cent of fathers reported that their children were having very good health status followed by 34.66 per cent of mothers and 38.00 per cent of fathers were revealed that their children were having good health status. On the other hand, less percentages (16.66%) of fathers reported that their children were having excellent health status as compared to mothers (18.00%) and only 8.00 per cent of farm parents reported that that their children were having poor health status.

Non-significant differences were found in mothers and fathers regarding their children's overall health status. On the basis of results, it can be suggested that there is a



great need of care and attention of farm parents towards their children's health status.

Conclusion

The study found that most farm parents felt their concerns were addressed by schools and received valuable updates on their children's progress. Mothers were more involved than fathers in assessing age-appropriate homework and teacher accessibility. Major obstacles to children's education included parental illiteracy, occupation, poor economic status, and family disputes. Significant gender differences were noted only in the perception of family disputes as an obstacle. Overall, targeted support is needed to overcome these barriers and improve educational outcomes for farm children.

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