

PARENTAL PROFILE AND EDUCATIONAL ENGAGEMENT IN PRIMARY SCHOOLS OF SANGRUR DISTRICT, PUNJAB

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Abstract:

It is well acknowledged that parental participation has a critical role in determining children's general growth and academic achievement. This study looks at the educational involvement and parental characteristics of parents whose kids attend elementary schools in Punjab's Sangrur District. Socioeconomic background, educational attainment, profession, awareness, and the degree of parental involvement in school-related activities are the main topics of the research. Both quantitative and qualitative methods have been included into a mixed-method study design. While secondary data came from papers, journals, and educational surveys, primary data was gathered using structured questionnaires and parent interviews. The results show that while most parents agree that education is important, their degree of active participation differs greatly depending on socioeconomic class, reading levels, and work responsibilities. The report also identifies issues including poor parent-teacher communication, a lack of knowledge about educational regulations, and infrastructure limitations. Higher parental income and education levels had a beneficial impact on children's academic achievement and school attendance, according to the report. The research concludes that implementing awareness campaigns, enhancing communication channels, and fortifying parent-school relationships will greatly improve educational results in elementary schools.

Keywords: Parental Profile, Educational Engagement, Primary Education, Parental Involvement, Government Schools, etc.

1. INTRODUCTION

1.1 OVERVIEW

Many people consider education to be a basic human right and a major force behind social, cultural, and economic advancement. Children's cognitive, emotional, and social foundations are greatly influenced by schooling at the elementary school level. Through a number of government efforts aiming at universalization, equality, and quality enhancement, basic education has been accorded considerable priority in India. However, the role of parents continues to be a crucial but sometimes overlooked aspect impacting educational results despite legislative achievements.

When parents actively participate in their children's academic and school-related activities, it is referred to as parental engagement. It encompasses a variety of activities, including helping with homework, participating in parent-teacher conferences, corresponding with educators, keeping track of students' academic achievement, and fostering a positive learning environment at home. Education-related research regularly shows that when parents are actively involved in their children's education, youngsters behave better and do better academically. Parental involvement is thus an essential part of the educational environment rather than just an add-on.

The term "parental profile" refers to a variety of socioeconomic and demographic traits of parents, such as their level of education, employment, income, family structure, and cultural background. The degree and kind of parental involvement are greatly influenced by these variables. Higher educated parents, for example, are better able to help their children academically and are often more conscious of the value of education. In a

similar vein, access to educational materials including books, digital gadgets, and private coaching is determined by financial levels.

The educational environment in Punjab, and especially in Sangrur District, offers a distinctive blend of rural and semi-urban features. Even though the state's literacy rates are very high when compared to many other parts of India, differences still exist in terms of infrastructure, parental awareness, and educational quality. With a significant portion of the population working in labour-intensive jobs and agriculture, Sangrur District's largely rural landscape displays socioeconomic variety. The amount of time and money parents can devote to their kids' education is often restricted by these work habits.

The kind of educational system—government vs private schools—is another crucial factor. Due to free education, midday meals, and other social programs, government schools in rural regions are often the first option for economically disadvantaged groups. However, parental confidence and engagement are sometimes impacted by issues with infrastructure, accountability, and instructional quality. However, private schools often have superior facilities and more stringent academic oversight, which frequently promotes more parental involvement. Parental expectations and involvement differ because of this split system.

In the modern educational setting, when learning is no longer limited to classrooms, the role of parents has also grown in importance. The learning environment has changed because of the use of technology in the classroom, particularly since the COVID-19 epidemic. These days, parents are expected to oversee digital resources, support online learning, and guarantee ongoing academic participation at home. However, since not all families have access to smartphones, internet connection, or digital literacy, the digital divide—especially in rural areas—presents a significant issue.

Although the value of parental participation is acknowledged, a number of obstacles prevent successful involvement. These include socioeconomic limitations, low literacy rates among parents, ignorance of educational policies and programs, and poor communication between families and schools. Parents often restrict their personal involvement in education because they believe that instructors and schools are solely responsible for it. Additionally, parents may be deterred from actively participating in educational institutions by strict school policies and a lack of inclusive practices.

Examining both the degree of parental participation and the underlying variables that influence it becomes crucial in this situation. Gaining knowledge of the parental profile might help one better understand the socioeconomic factors influencing educational involvement. Additionally, examining the kind and degree of parental involvement aids in identifying obstacles and gaps that must be filled in order to improve academic results.

The parental profile and educational involvement in Sangrur District, Punjab's elementary schools are the main subjects of this research. The study attempts to give a thorough picture of how parents contribute to the educational process by examining several factors, including socioeconomic position, educational background, occupational patterns, awareness levels, and involvement in school activities. In order to emphasize the significance of cooperative efforts between parents and schools, the research also aims to investigate the link between parental traits and kids' academic success.

2. LITERATURE REVIEW

Glory, Mwesigye & Nicholas, Kaziro & Yaweri, Karyoko (2025) This research looked at how parental participation affected pupils' academic performance in Jinja District, Uganda's elementary schools. The study sought to determine the obstacles to parental involvement, suggest ways to improve parental participation, and evaluate the relationship between parental engagement and student academic performance using a combination of linear regression analysis and a survey of parents, teachers, and school administrators. The findings showed a statistically significant positive correlation between student academic success and parental participation, with family income and parental education serving as important determinants. Additionally, difficulties including financial limits, a lack of parental knowledge, and time constraints were shown to be

significant obstacles to successful engagement. Parent-teacher conferences and school outreach initiatives were shown to be strongly associated with better student achievement, according to the regression analysis. According to the study's findings, pupils' academic performance might be significantly improved by increasing parental participation via focused interventions that address time and money-related issues. It is advised that schools establish community-based support networks, adopt flexible engagement tactics, and improve communication with parents in light of these results.

Khelf, Yakout (2025) Years ago, educators, academics, and parents were interested in the topic of childhood intellectual success. A child's academic success is directly impacted by a number of elements, including parental engagement, socioeconomic and physiological status, and the qualities of instructors and schools. The only element that was the focus of this research was "parental involvement." It sought to determine how parental participation affected a child's academic performance among Bechar area primary school students. A questionnaire was created for this kind of study and sent to parents. The questionnaire's findings showed that parents of elementary school students are very interested in their education, but this engagement is restricted to the home; as a consequence, they support their children's education by instructing, clarifying, and talking about their issues. Additionally, some parents even communicate with their kids' instructors to share the tasks. In fact, this improves their kids' academic performance.

Pagsuiron, Gemma & Lantaka, Alhadzmar (2024) Education depends on collaborations between the community, the family, and the school. Legally, parents are in charge of their children. Through parental involvement, parents and educators work together to support and improve the learning, development, and health of children and adolescents. The study's primary goal is to ascertain the degree of parental involvement, their methods, the difficulties they encountered in raising their children's academic performance in public elementary schools, and the important connection between their methods and parental engagement. In order to ascertain parental participation, behaviors, and problems among 100 parents of public elementary schools, the study used a descriptive-quantitative research methodology using a survey questionnaire created by the researcher. The parent-respondents were found to be highly involved in co-curricular activities, financial support, and decision-making. They also practiced home-based engagement, parent-teacher/school relationships, and communication. However, there were clear challenges related to time, discipline, and environmental factors. The parents were quite involved in supporting their child's education, particularly in terms of communication and the parent-teacher/school interaction. They found it quite difficult to support their kid's education as parents, particularly when it came to time management and child discipline.

Haryanto, Sri (2024) In an attempt to enhance student achievement and wellbeing, parental participation in education has grown in importance as a study issue. Parental involvement and children's academic success are significantly correlated, according to a thorough analysis of the literature and unique studies. The purpose of this study is to gather important data on the function of parental engagement in education and how it affects the collaboration between parents and schools. The findings demonstrate that parental engagement should be seen as an active partnership in which both sides have responsibility for the educational process. In order to assist kids' intellectual and emotional development, this study also emphasizes the need of fostering stronger ties between parents and educational institutions. It is believed that by placing a high priority on parental engagement in education, we can establish a learning environment that will help students succeed in the future.

Lapuhapu, Haziell & Oco, Richard (2024) Children's growth and development, particularly in reading, are greatly impacted by their parents' involvement in their education. The purpose of this research was to determine the degree of parental involvement at home and in the classroom, as well as the reading proficiency of the students in English and Filipino courses, and to determine if there is a meaningful correlation between the two. One hundred forty-five (145) sixth-grade students participated in the research, which was carried out in the Villanueva South District, Division of Misamis Oriental. The study used a descriptive correlational research strategy that includes content analysis of their reading ability using the Phil-IRI tool and a quantitative approach to gathering numerical data using a questionnaire. In order to determine the associations between the variables, it also used frequency and percentage, mean and standard deviation, and the Pearson Product-Moment Correlation Coefficient, or Pearson (r). It showed that there was a moderate amount of

parental involvement, with a greater focus on involvement at home. Additionally, students' reading proficiency was modest, with Filipino reading outperforming English. Additionally, there was a strong correlation between reading achievement and parental involvement.

3. RESEARCH METHODOLOGY

3.1 Research Design

In order to give a thorough analysis, the research uses a mixed-method approach that combines quantitative and qualitative methodologies.

3.2 Sampling

- Sample Size: 120 parents
- Sampling Technique: Stratified random sampling
- Area: Rural and urban primary schools in Sangrur District

3.3 Data Collection Tools

- Structured Questionnaire
- Semi-structured Interviews
- Observation Method

4. DATA ANALYSIS

The data analysis shows that socioeconomic level, educational background, and career responsibilities all have a substantial impact on parental engagement in primary education. With little regular involvement in school events, most parents exhibit modest engagement.

Table 1: Gender Distribution of Parents

Gender	Number of Respondents	Percentage
Male	70	58%
Female	50	42%
Total	120	100%

Male responders predominate in the sample, according to the statistics. This reflects the custom of dads making decisions about schooling in many homes.

Table 2: Educational Qualification of Parents

Qualification	Number	Percentage
Illiterate	20	17%
Primary	30	25%
Secondary	40	33%
Graduate & Above	30	25%

A sizable percentage of parents have completed at least secondary school, which has a favorable impact on their knowledge of and participation in their children's education.

Table 3: Occupation of Parents

Occupation	Number	Percentage
Agriculture	35	29%
Labor	25	21%
Service	30	25%
Business	20	17%
Others	10	8%

Rural domination is shown by the fact that agriculture continues to be the most common employment. Parental involvement in school activities is often restricted by work obligations.

Table 4: Income Level of Parents

Income Level (Monthly)	Number	Percentage
Below ₹10,000	30	25%
₹10,000–₹20,000	40	33%
₹20,000–₹40,000	30	25%
Above ₹40,000	20	17%

Most parents have lower and middle-class incomes, which limits their capacity to fund their children's education.

Table 5: Parental Participation in School Activities

Activity Participation	Number	Percentage
Regular Participation	35	29%
Occasional	50	42%
Rarely	35	29%

The majority of parents only infrequently participate, suggesting a modest level of engagement but a lack of regular participation.

Table 6: Communication with Teachers

Frequency	Number	Percentage
Regular	30	25%
Sometimes	60	50%
Never	30	25%

Monitoring kids' development is impacted by inconsistent communication between parents and instructors.

Table 7: Awareness about Educational Policies

Awareness Level	Number	Percentage
High	25	21%
Moderate	55	46%
Low	40	33%

The necessity for awareness initiatives is highlighted by the fact that many parents only have a moderate or low level of knowledge.

Table 8: Type of School Attended by Children

Type of School	Number of Respondents	Percentage
Government School	75	62%
Private School	45	38%
Total	120	100%

The majority of pupils attend government schools, which reflects Sangrur District's middle-class and lower-class families' reliance on public education institutions.

Table 9: Distance of School from Home

Distance	Number	Percentage
Less than 1 km	50	42%
1–3 km	45	38%
Above 3 km	25	20%

The majority of children reside close to the school, which encourages consistent attendance. Those who live further away, however, could have accessibility problems.

Table 10: Time Spent by Parents Helping Children in Studies

Time Spent Daily	Number	Percentage
Less than 1 hour	55	46%
1–2 hours	40	33%
More than 2 hours	25	21%

There is little academic participation at home, as seen by the high percentage of parents who assist their kids for less than an hour.

Table 11: Attendance of Parent-Teacher Meetings (PTMs)

PTM Attendance	Number	Percentage
Always	30	25%
Sometimes	60	50%
Never	30	25%

The fact that half of the parents sometimes attend PTMs indicates a modest level of involvement but emphasizes the need of regular participation.

Table 12: Parents' Awareness of Child's Academic Performance

Awareness Level	Number	Percentage
Fully Aware	35	29%
Partially Aware	60	50%
Not Aware	25	21%

The majority of parents only have a limited understanding of their child's intellectual development, which suggests a lack of monitoring and communication.

The results show that a variety of socioeconomic variables affect parental participation. Higher educated and wealthier parents take a more active role in their kids' education.

The study also identifies communication gaps between parents and schools, which is consistent with earlier studies that found a significant problem with a lack of contact. Parents' availability for school-related activities is often limited by their jobs.

Access to school has increased thanks to government measures, but parental engagement is still a problem that has to be addressed.

5. CONCLUSION

The research concludes that educational engagement in elementary schools is significantly influenced by the family profile. Parents in Sangrur District understand the value of education, but institutional impediments, lack of knowledge, and socioeconomic circumstances often limit their involvement.

Improving educational results requires strengthening the bond between parents and schools. A more inclusive and successful educational system may result from cooperation between educators, parents, and legislators.

A key component of academic achievement, parental participation is not just encouraging. Improving this involvement has the potential to greatly improve Sangrur District's elementary education standards.

Findings

- Most parents come from middle-class and lower-class backgrounds.
- Student performance is directly impacted by parents' educational attainment.
- Parental involvement is often sporadic rather than consistent.
- There is little communication between educators and parents.
- There is a moderate to low level of awareness about educational programs

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