

The Effect of Parental Involvement of Working and Non-Working Parents on Education above the Standard in CBSE Schools in Dubai

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ABSTRACT

This research goal was to find out how parental involvement and academic achievement relate to elementary school students (grades 1–5) enrolled in CBSE (Central Board of Secondary Education) institutions. The basic education curriculum at CBSE schools, which is known for its demanding academic standards and emphasis on holistic development, necessitates parental engagement. This research primarily looks at the impact of working parents and non-working parents on academic results, considering the daily amount of time that these parents spend with their kids studying. Since kids spend so much time with their families outside of school, family relationships are expected to significantly affect their academic performance. Therefore, the research goal was to examine the connection between a child's academic achievement and their parents' involvement in their schooling. To determine the level of parental support and its impact on academic success, 140 primary school parents, including single parents who stay at home and those who work, filled out a Microsoft Forms questionnaire. Hence, a quantitative research approach was used in the study.

Keywords: *Parental Involvement; Employed Parents; Non-working Parents; Academic Attainment*

Background

In Dubai, where there is a substantial Asian population—around 3.5 million individuals, based on a survey done in 2021—the Indian community has a clear preference for CBSE (Central Board of Secondary Education) schools for the schooling of their children. When choosing schools, factors including the curriculum's devotion to India, the cost structure, and measures for repatriation are considered. As students advance from kindergarten to higher grades, the primary education program in CBSE schools emphasises

holistic development through ongoing assessments and the requirement of parental assistance (Naz, Shah & Majoka, 2021). 61% of parents in Dubai actively supported their children's education during the COVID-19 epidemic, a time when online learning became popular. They emphasised the significance of parental participation in chores, homework, and online assessments. According to research done in 2019 by Ronald Ferguson, family support and other factors outside of the school setting contribute to about half of a child's academic performance (Ayisi-Boateng, Bentil & Adjei-Fianko, 2022). Parental involvement in education is positively correlated with better academic performance and social skills in Dubai. Parental involvement is the most important element in promoting students' accomplishments, as stated by Maysa Jal Bout, the CEO of Dubai's Abdulla Al Ghurair Foundation for Education.

According to a poll done among parents who are living abroad, they only spend about 50 minutes a day with their kids. The main causes of this low parental participation are the long workdays and the long commutes. Further factors that were found to be detrimental to parental support (Khaleel & Mohammed, 2023) were watching television, using the internet, and doing housework. Parents acknowledge that insufficient time is the main obstacle preventing them from offering more support to their children. Working parents encounter numerous obstacles in assisting their children with academic endeavours, including extensive work hours, commuting, and household duties, all of which leave little room for active engagement in their children's education. Consequently, this circumstance may cause parents to feel guilty, frustrated, and detached from their child's academic progress. It might be challenging for stay-at-home parents to support their kids' education as well. The duties of managing the home, looking after younger children, and helping older children with their schoolwork may make them feel overburdened. Moreover, they could feel alone and unvalidated, which could make it difficult for them to give their kids the kind of genuine support they need for their academic endeavours.

Studies have demonstrated that parental engagement in education offers various advantages for children, such as enhanced academic achievements, increased self-confidence, and improved social aptitude. Additionally, it promotes improved communication between educators, parents, and kids, which in turn creates a more cooperative and supportive learning environment. Parental involvement is greatly aided by the resources and assistance that schools provide, such as workshops, conferences between parents and teachers, and educational materials. In addition, schools have the ability to foster an environment of cooperation and open communication, guaranteeing that parents feel respected and accepted as valuable contributors to their child's educational process.

Literature Review

The current literature review, which focused on primary-level CBSE schools in Dubai, examines the connection between parental involvement and academic success. Although it is generally accepted that parental involvement raises academic achievement, studies reveal that this relationship is not always observable and can be influenced by things like a child's IQ. Studies have shown that parental participation in school-related activities at home, such as supervising homework and working on school-related projects with their kids, has a positive impact on academic achievement (Gonida & Cortina, 2014). Parents are important sources of support for their children's academic endeavours and are viewed as strong mentors.

Although certain forms of parental involvement have been linked to positive outcomes in academic achievement, not all types of involvement exhibit such a correlation. In fact, some studies have demonstrated negligible or even adverse associations. Consequently, while parental engagement does have a bearing on academic success, its influence may not be as robust as previously assumed. Parental

involvement has been emphasised in a number of ways, including involvement in school events, support for learning activities at home, and communication between schools and families. A National Policy for the Involvement of Parents and Legal Guardians in the Educational System was established by Chile and was updated in 2017 because of the country's recognition of the importance of cooperative partnerships between families and schools (Gubbins & Otero, 2020). Additional evidence supports the significance of taking socioeconomic and cultural factors into account when analysing the association between parental participation and academic success. For example, Fan & Chen, (2001) study found that there was a stronger link between academic achievement and parental participation in lower-class homes compared to higher-class families.

Furthermore, some evidence suggests that quality rather than quantity may have a greater influence on the benefits of parental participation. The results of a study by Jeynes (2016) show that some parental involvement has a stronger correlation with academic achievement than other forms, such as giving resources like computers and books to their children or having discussions about schoolwork with them and attending school events. In summary, research continually emphasises the significance of parental involvement in encouraging their children's academic success, even though there are many variables that influence the complex relationship between parental engagement and academic achievement (Boonk *et al.*, 2018). Therefore, in order to support students' academic growth and develop meaningful parental engagement, it is essential that educators and schools collaborate with families.

Theoretical Framework

The research utilises Joyce Epstein's theory alongside the Hoover-Demsey and Sandler model to explore parental engagement across different facets of their children's educational journey. A number of ways that parents can support their children's academic progress are highlighted by Joyce Epstein's hypothesis. These avenues encompass various domains, including parenting, which involves fostering a nurturing home environment. Communication entails maintaining regular and constructive dialogue with teachers and school staff. Active involvement in school-related activities is referred to as volunteering. Encouraging learning at home emphasises how parents may help their children's academic development even when they are not enrolled in formal education. Parents must participate in decision-making when it comes to making important educational decisions for their children. Collaboration is the term for the relationship of cooperation between guardians and teachers with the goal of enhancing the child's entire educational experience.

According to the Hoover-Demsey and Sandler model, there are motivators that motivate parental participation. Among these motivators is encouragement, in which parents support and acknowledge their child's accomplishments and efforts. Parental modelling is the process by which parents' model good behaviour and deeds for their children. Using compliments and prizes to support desired behaviours throughout their child's educational path is known as reinforcement. To make sure their child understands the assignments and activities in school, parents must provide direction and supervision during instruction. Finally, parents' confidence in their abilities to effectively encourage and help their child is shown by their sense of efficacy in supporting the child's academic performance (Ayisi-Boateng, Bentil & Adjei-Fianko, 2022). By applying these theories, the study seeks to investigate and comprehend all aspects of parental engagement in education. It looks for the factors that motivate parents to take an active role in their child's educational process. This study adds to the understanding of the subject by highlighting the role that parental participation performs in helping their children attain academic success.

Conceptual Framework

This study has investigated the connection between kids' academic success in primary-level CBSE schools in Dubai and the amount of time employed and sole stay-at-home parents spend with their kids. The study's independent variables will be categorised into three groups: high, medium, and low, according to how much time parents spend with their kids. Academic achievement serves as the dependent variable, and the study also investigated the obstacles related to parental involvement.

1. There is a significant difference in the amount of time that working parents and stay-at-home parents spend helping their kids with their schoolwork.
2. Support children who benefit from greater parental assistance demonstrate superior academic performance in contrast to those who receive less.
3. Parental support for children is related to the quantity of time spent with them.

This research determined the difficulties that working parents as well as stay-at-home parents who want to help their kids with their schoolwork. The results of this study will aid educators and parents in comprehending the connection between parental involvement and academic success, as well as in developing plans for enhancing parental involvement in Dubai's primary CBSE schools.

Methods

A sample of 140 parents was used in this research; the sample was split equally between 70 parents who work and 70 parents who stay at home. Data on the duration of parental involvement in their children's academic endeavours and their academic achievements were gathered through a survey. This research also included questions regarding how parental involvement affects kids' academic achievement. Both descriptive statistics and correlation analysis were used to analyse the gathered data.

Research Design

To gather information about the amount of parental support that working and stay-at-home parents provide to their children enrolled in primary-level CBSE schools in Dubai, this study will use a quantitative descriptive research approach. A cross-sectional technique was used, which enabled simultaneous data collection from a number of people. Thomas, (2020) claims that this architecture facilitates variable observation without changing the variables.

Population and Sample

This research concentrated on a sample of 140 Indian parents who reside in Dubai and send their kids to CBSE primary schools. This sample encompassed both employed and sole stay-at-home parents, selected randomly from the community, which included neighbours, relatives, and acquaintances.

Data Collection

Quantitative data collection was conducted via Google Forms, distributed among the sample population. The study asked the degree of assistance that non-working and working parents give their children, as well as how long they have been involved. Further enquiries were made to get information regarding the work status, degrees of involvement, and academic achievement of the children.

Data Collection Instrument

The primary instrument for gathering data was a survey distributed using Google Forms. Which featured enquiries concerning the degree of parental assistance offered by employed and non-working parents, along with demographic details. The questionnaire was aimed at collecting information regarding the impact of parental support on academic achievements and the hurdles encountered by parents in helping.

Data Analysis

Using both descriptive and inferential statistical techniques, the information gathered using Google Forms was quantitatively analysed. By recognising the connection between academic achievement and parental support, this study's findings will help develop methods to improve meaningful parental participation in Dubai's primary-level CBSE schools.

Before distributing the questionnaire to the larger sample, a pre-test of it was carried out on a limited number of parents to guarantee the validity and reliability of the data gathered. This procedure was tried to find any problems with the questionnaire and fix it. Statistical tools such as SPSS were used to analyse the data collected via Google Forms. While inferential statistics like regression analysis and correlation were utilised to investigate the connection between academic success and parental support, descriptive statistics like mean, standard deviation, and frequency distribution were utilised to characterise the data. The study's findings can be applied to direct procedures and policies in Dubai's elementary CBSE schools. This will assist educators and policymakers in developing strategies to boost parental involvement and raise students' academic achievement. Ethical concerns were adhered to throughout the data gathering procedure, with participants providing informed consent and assurances of anonymity, confidentiality, and data security. Limitations of the study included potential self-reporting bias among participants and the modest sample size. Nonetheless, the study's conclusions provided insightful information about the relationships between academic success and parental support (Khaleel & Mohammed, 2023) in Dubai's primary CBSE schools, guiding efforts to promote effective parental involvement for student success.

Results & Discussion

1.a. General Feedback of Working and Non-Working Parents on Parental Involvement in Various Conducts

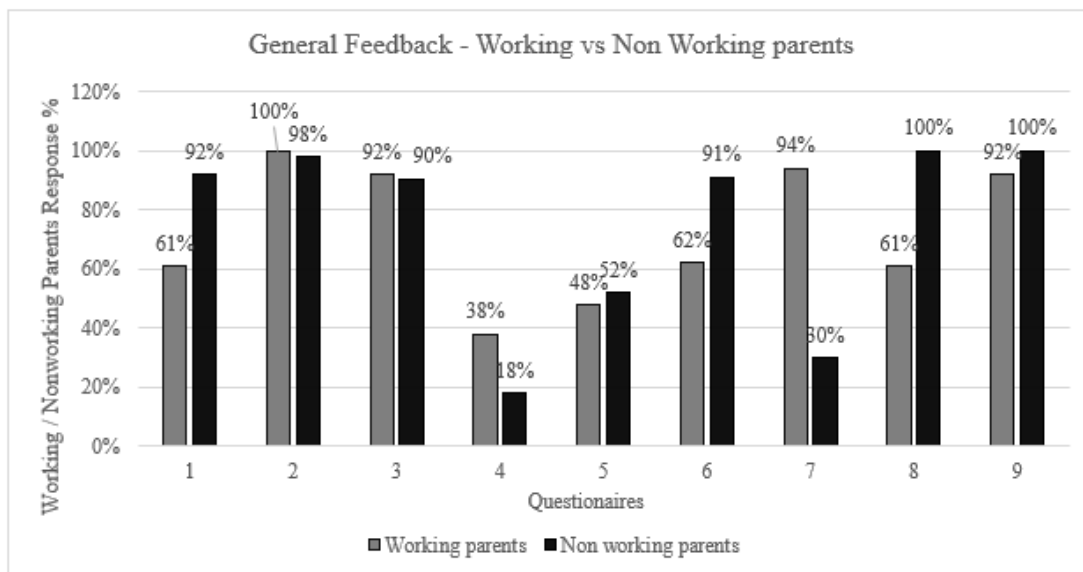


Figure: 1: General Feedback of Working and Non-Working Parents on Parental Involvement in Various Conducts

Table 1: Descriptions of Parents

Item	Description	Item	Description
1	Parents attending parent-teacher conferences and school events	6	Parents involving in preventing behavioural issues in children
2	Parents aware about the academic achievement of their children	7	Parents involving aids in enhancing their child's social skills
3	Parents positively involving in child's academic success	8	Parents regularly getting in touch with the teacher to inquire about their child's academic achievement
4	Parents looking for outside support for their child's educational requirements	9	Parents who think schools need to encourage more parental participation
5	Parents who believe participation is essential in primary school compared to higher grades,		

1.b. General feedback of working and non-working parents on parental involvement

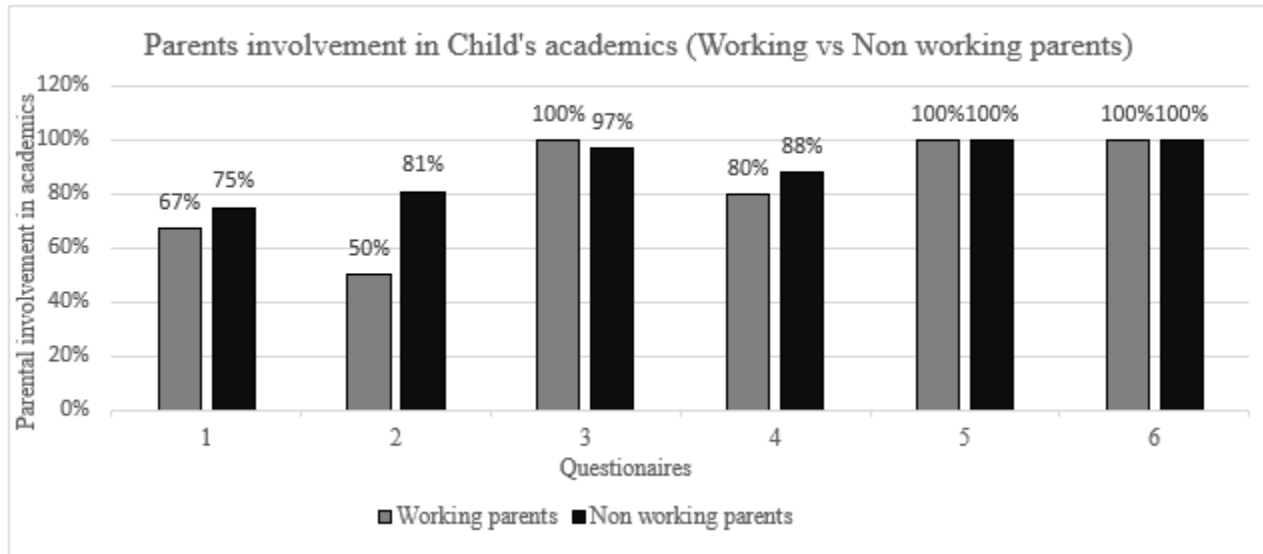


Figure 2: General Feedback of Working and Non-Working Parents on Parental Involvement

Table 2: Parents and Children's Task

Item	Description
1	Parents helping their kids with tasks or schoolwork
2	Parents regularly assisting their child in their academic endeavours
3	Parents helping their kids with their multiple school assignments
4	Parents that actively support their child's academic endeavours while also managing their employment duties
5	Parents who support their child's academic success at school
6	Parents encouraging their kids to develop good study habits

1.c. Time Allocated by Working and Non-Working Parents for their Children

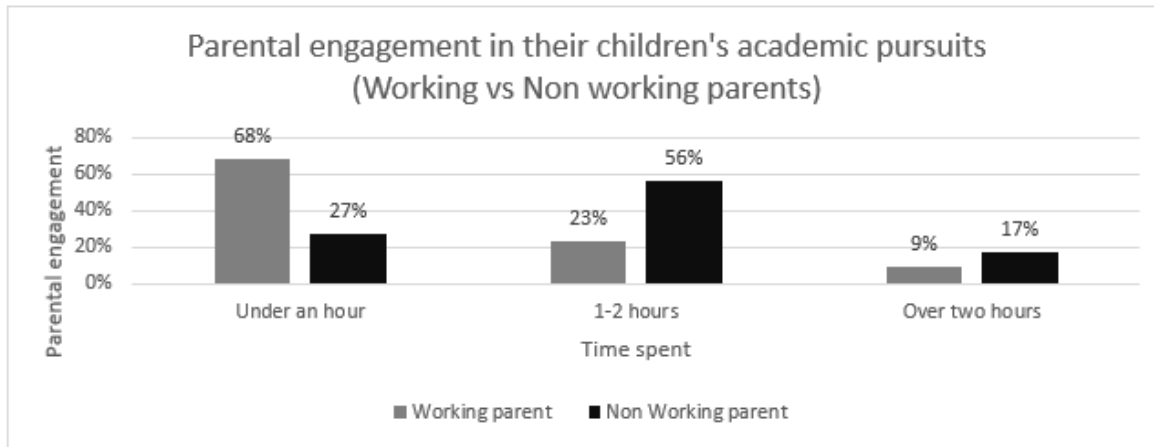


Figure 3: Time Allocated by Working and Non-Working Parents for Their Children

1.d. Feedback on Children's Academic Performance

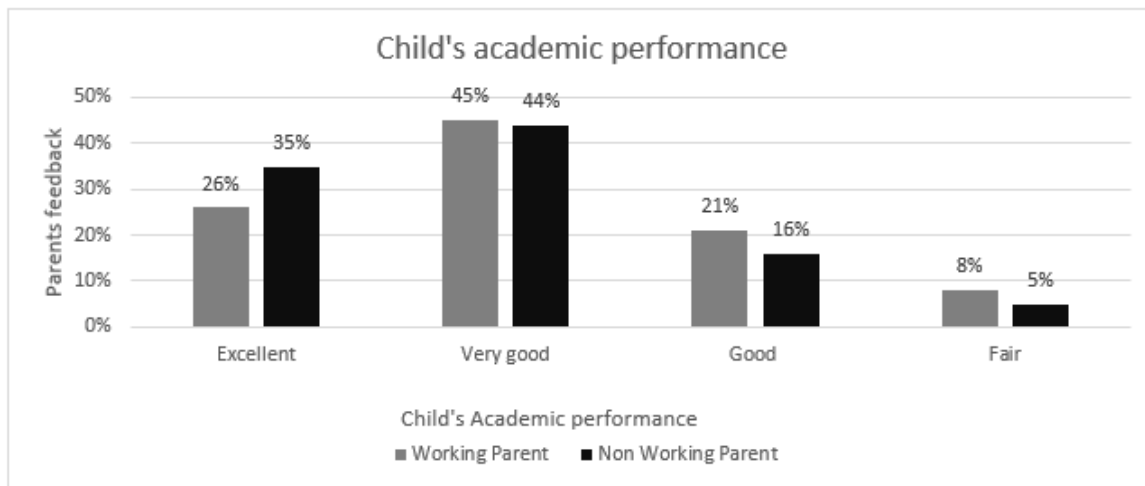


Figure 4: Feedback on Children's Academic Performance

Whether a parent stays at home with the kids or works outside the home, the study highlights how crucial it is for parents to be involved in their children's education. It demonstrated the positive learning effects of spending quality time with their kids. Consequently, parents should focus on providing their children with more study time, regardless of their work commitments. This research should be considered by educators and legislators when creating initiatives that promote parental involvement in their children's education. By promoting parental involvement, it is certain that kids will get the guidance and assistance they need to be successful academically. Enhanced dialogue: Improved parent-teacher and student communication is facilitated by parental involvement. This makes it possible for parents to understand the difficulties, assets, and academic development of their child, allowing for more efficient support and direction.

A parent's active involvement and interest in their child's education can greatly improve the child's academic performance. This kind of interaction gives the child the impression that they are supported and valued, which encourages them to work hard in school and develop a sense of responsibility. Actively

participating in the child's education allows parents to teach important problem-solving techniques, fostering the growth of critical thinking skills and the ability to come up with solutions. Furthermore, a child's attitude towards school might be positively impacted by parental engagement. A good attitude, enthusiasm, and a lifelong desire for learning can be instilled in a child by parents who emphasise learning and show enthusiasm for it. In addition, parents that take an active role in raising their child's education play a crucial role in setting and maintaining expectations for behaviour and discipline. This could lead to improved classroom behaviour, enhanced time management skills, and increased accountability for completing assignments and meeting deadlines.

Conclusion

A stronger parent-child relationship and more quality time spent together are made possible by increased parental involvement in education. Building trust and support between parents and children can be achieved through participating in activities, learning together, and talking about learning goals. Parental participation benefits a child's whole development and goes beyond academics. Engaged parents can encourage their child to explore new hobbies, pursuits, and activities that enhance their educational journey and promote a development that is well-rounded and balanced. Active parental involvement is consistently linked to higher educational attainment and higher academic results, according to the research. Parents that have an active involvement at a young age in their child's education provide the foundation for long-term success in school and beyond.

Declarations

Ethics Approval and Permission to Participate: Researchers prioritize ethics by obtaining informed consent, providing clear study details, ensuring confidentiality, and securely storing participants' data to protect their privacy.

Conflict of interest: Not applicable.

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