Parental Involvement in Children’s Schooling and Learning in Rural India

ग्रामीण भारत में बच्चों की स्कूली शिक्षा और सीखने में माता-पिता की भागीदारी
Considerable advancements have been made in equitable education provision in recent decades, particularly in the Global South. However, this progress has failed to translate into greater gains in the provision of quality education for many children. 56% of those at late primary age and in school in India are not proficient readers (World Bank, 2021).

Children’s learning in India

भारत में बच्चों की शिक्षा

हाल के दशकों में, विशेष रूप से वैश्विक दक्षिण में समान शिक्षा प्राप्त हुआ है। लेकिन, यह प्रगति कई बच्चों के लिए गुणवत्तापूर्वक शिक्षा के प्राप्ति में अधिक संधी देती है।

भारत में देर से प्राथमिक आयु और स्कूल में पढ़ने वाले 56% बच्चों पाठक नहीं हैं (विश्व बैंक, 2021)
Parental involvement, COVID-19 and enhancing children’s learning

माता-पिता की भागीदारी, COVID-19 और बच्चों की शिक्षा को सुधारना

The COVID-19 pandemic has exacerbated this crisis. Data collected in rural India during the pandemic demonstrates a loss in learning amongst all age groups (ASER, 2023).

COVID-19 has meant that this is a crisis that has affected all age groups (ASER, 2023).

In this study, parental involvement in children's education is understood as the specific actions parents take to support their children's schooling and learning at home, in the school or in the wider community. These actions have been linked with various positive educational outcomes in recent decades, including in the Global South (Ashim & Ahmed, 2018; Fan & Chen, 2001; Roy & Giraldo-García, 2018; Wilder, 2014). Using data from the Accountability from the Grassroots project (AftG), this study explores the factors that lead to parents becoming involved in children’s education in rural Uttar Pradesh, India. It is hoped that this knowledge can support post-pandemic education programming in rural India.

However, research also demonstrates that most parents in India actively supported their children’s schooling and learning during school shutdowns (ASER, 2020).

In this study, parental involvement in children’s education is understood as the specific actions parents take to support their children’s schooling and learning at home, in the school or in the wider community. These actions have been linked with various positive educational outcomes in recent decades, including in the Global South (Ashim & Ahmed, 2018; Fan & Chen, 2001; Roy & Giraldo-García, 2018; Wilder, 2014). Using data from the Accountability from the Grassroots project (AftG), this study explores the factors that lead to parents becoming involved in children’s education in rural Uttar Pradesh, India. It is hoped that this knowledge can support post-pandemic education programming in rural India.

1 For more information about the Accountability from the Grassroots project, please see project information and acknowledgements on page 26.

2 कोई भी की पढ़ाई देने के लापरवाह के चरणों में अधिक संरचनाओं के लिए, देखें सूचना और अन्वेषण विभाग 26. पर
Five potential influencing factors are explored in this study

इस अध्ययन में प्रभावित करने वाले पांच बेहतरीन कारकों का पता लगाया गया है।
Parents’ perception of outreach from school actors, such as teachers or headteachers, is the most influential factor for parents’ involvement at the school.

In this study, school-based activities include the caregiver visiting the child’s school, knowing the name of the child’s teacher, or knowing about the School Management Committee (SMC).

If parents within this community believe the school regularly invites them to discuss their child’s learning, they are 38 percentage points more likely to be aware of and/or involved in school-based activities than those who don’t perceive these invitations.

यदि इस समुदाय के माता-पिता मानते हैं कि स्कूल निगमित रूप से उन्हें अपने बच्चों की शिक्षा पर संदेह करने के लिए आमंत्रित करता है, उनकी 38 प्रतिशत बिगाड़ अधिक संभालती है स्कूल-आधारित गतिविधियों के बारे में जानकारी होने की और/या उनमें शामिल होने की, उन लोगों की तुलना में जो इस निषेधों को नहीं प्रभावित है।

In this study, school-based activities include the caregiver visiting the child’s school, knowing the name of the child’s teacher, or knowing about the School Management Committee (SMC).
In this study, home-based activities include someone in the household helping the child with their studies, checking their notebook, reading to them or telling them stories, asking them what they did at school, encouraging them to work hard at school, and encouraging them to read books outside of those required for school.

Parents’ educational background is the most influential factor for parents’ involvement at the home.

Parents’ education
माता-पिता का शिक्षा स्तर

If parents within this community have experience within the formal education system, they are 35 percentage points more likely to become involved in home-based activities than those who have never attended school.

यदि इस समुदाय के माता-पिता के पास औपचारिक शिक्षा प्राप्ति का अनुभव है, तो कभी स्कूल नहीं जाने वालों की तुलना में उनके पर-आचारित गतिविधियों में शामिल होने की संभावना 35 प्रतिशत अधिक है।

Parents’ involvement at home
पर-आचारित माता-पिता की भागीदारी

In this study, home-based activities include someone in the household helping the child with their studies, checking their notebook, reading to them or telling them stories, asking them what they did at school, encouraging them to work hard at school, and encouraging them to read books outside of those required for school.

इस अध्ययन में, पर-आचारित गतिविधियों में शामिल वह लोग हैं जो पर में कोई आचारित कोई या पढ़ने में मदद करता है, उनकी नोटबुक की जांच करता है, उन्हें पढ़ाता है या उन्हें कहानियों सुनाता है, उनसे पूछता है कि उन्होंने स्कूल में क्या किया, उन्हें स्कूल में क्या महत्वपूर्ण करने के लिए प्रोत्साहित करता करना और प्रोत्साहित करना उन्हें स्कूल के लिए आवश्यक विवादों के बाहर पढ़ने के लिए।
However, the influence that each factor has on parents’ involvement at the school or home depends on how wealthy the family is.

Household wealth status influences the extent to which each factor influences parents’ involvement in the school or home. In other words, certain enabling factors of parental involvement are more influential for wealthier parents than their less affluent counterparts, and vice versa. For instance, school outreach is more influential for less affluent parents’ school-based involvement than wealthier parents. Therefore, policymakers and practitioners may want to focus on parents’ perception of school outreach when focusing on less affluent parents’ involvement in their children's education.

These findings could have important implications for policy, practice and research in rural India, especially around targeted interventions for the less affluent.

This study also explored which factors enabled parents’ involvement in school-, home- and community-based activities part of the PAHAL intervention in rural Uttar Pradesh, India.
The PAHAL intervention was implemented in support of the Accountability from the Grassroots project from 2018 until the COVID-19 related lockdown in March 2020.

The project team implemented an intervention that engaged local school actors, parents and community members. They provided them with knowledge and resources to implement activities in line with the goal of improving children's learning in the classroom.

This study classifies these activities into three distinct groupings: school-related intervention activities, home-related intervention activities and community-related intervention activities.

School-related intervention activities included visiting the school more, speaking to a teacher about their children's learning in their home or locality (mohalla) and/or speaking to a headteacher about their children's learning in their home or locality (mohalla) during the intervention period.

Home-related intervention activities included indicating that they are aware of their child receiving intervention teaching and learning materials and engaging in the play-based learning activities taught as part of the intervention at home with their children.

Community-related intervention activities included attending the intervention rally, organising the intervention rally, indicating that they are aware of the study groups and/or teaching lessons rolled out as part of the intervention, supervising intervention study groups and/or aware of the material disseminated throughout the village as part of the intervention.
The most influential factor for parents’ participation in school-related intervention activities is parents’ perception of outreach from school actors.

If parents within this community believe the school regularly invites them to discuss their child’s learning, they are 30 percentage points more likely to participate in school-related intervention activities than those who don’t perceive these invitations.
The most influential factor for parents’ participation in home-related intervention activities is their educational background.

Parents’ education level

If parents within this community have experience within the formal education system, they are 17 percentage points more likely to participate in home-related intervention activities than those who have never attended school.
The most influential factor for parents’ participation in community-related intervention activities is their educational background.

If parents within this community have experience within the formal education system, they are 20 percentage points more likely to participate in community-related intervention activities than those who have never attended school.
However, the influence that each factor has on parents’ participation in intervention activities depends on how wealthy the family is.

लेकिन, हस्तक्षेप गतिविधियों में माता-पिता की भागीदारी पर प्रत्येक कारक का प्रभाव इस बात पर निर्भर करता है कि परिवार कितना समृद्ध है।

Once again, household wealth status influences the extent to which each factor influences parents’ participation in the intervention activities. While this study suggests that the more and less affluent in this community participate in the intervention activities at similar rates, these groups become engaged in the intervention for different reasons.

More specifically, where there were differences in the effect of these five factors on the groups, more affluent parents were influenced by these factors at higher rates.

एक बार पिछले संस्थान की स्थिति उस सीमा को प्रभावित करती है जो प्रत्येक कारक माता-पिता की पर समस्त इकाइयों के लिए गतिविधियों में भागीदारी को प्रभावित करता है। तथापि इस अध्ययन में पता चलता है कि इस समय में अधिक और कम समृद्ध हस्तक्षेप गतिविधियों में समान दरों पर भाग लेते हैं, ये समृद्ध विभिन्न कारणों से हस्तक्षेप में प्रभाव हो जाता है।

अधिक विशेष रूप से, जहां समृद्धि पर इन पांच कारकों के प्रभाव में अंतर थे, अधिक सबसे माता-पिता उच्च दरों पर इन कारकों से प्रभावित थे।
What do these findings mean for policy, practice and research?

नीति, अभ्यास और अनुसंधान के लिए इन निष्कर्षों का ब्या अर्थ है?

While policymakers, practitioners and researchers can use these findings directly to guide their future work, we need to be aware of the nuanced reasons that drive parents' involvement in their children’s education and participation in education interventions as we move forward with post-pandemic education provision.

जबकि नीति निर्माता, विशेषज्ञ और अनुसंधानकारी इन निष्कर्षों का उपयोग करके अपने भविष्य के लिए हमारे काम को निर्देशित करते हैं, हमारे माहौल के बाद के संबंध के विषय के साथ आगे बढ़ने के लिए हमें उन सुन्दर कारणों से अनुशंसा होने की आवश्यकता है जो माता-पिता की अपने बच्चों की शिक्षा में भागीदारी और शिक्षा के हृदय के भाग में भागीदारी को प्रेरित करते हैं।

Be part of these conversations and reach out to us on Twitter:

इन वर्तमान कार्यों का हिस्सा बनें और हमारे साथ संवाद चलाओ।

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Project information and acknowledgements

The Accountability from the Grassroots project explores the potential of community-based accountability relationships to raise children's foundational learning outcomes, with a focus on the most disadvantaged primary-school learners. The research element asks both whether and how changes occur when school actors are supported to view their accountability as being primarily to their local community and their goal as being to raise all children's learning. Find out more here: www.educ.cam.ac.uk/centres/real/researchprojects/ongoing/accountability-in-india

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Glossary

AftG: Accountability from the Grassroots

ASER: the Assessment, Survey, Evaluation and Research unit within the Pratham network.

SMC: School Management Committee

REAL Centre: the Research for Equitable Access and Learning Centre at the Faculty of Education, University of Cambridge.

SEM: Structural Equation Modelling

MGSEM: Multi Group Structural Equation Modelling


StataCorp LP. (2017). Stata/SE (17.1). StataCorp.


The results presented in this booklet are based on analyses undertaken by Laura Cashman in support of her doctoral research project. These analyses were carried out using Structural Equation Modelling (SEM) and Multi Group Structural Equation Modelling (MGSEM) in Stata (Version 17 (Stata/SE, 2017)) on samples between 3,947 and 19,870 parents. The detailed models for each of these analyses are presented on the following page. Each of these models correspond to specific findings in this booklet.

Diagram legend:

One-way arrow: demonstrates a relationship of interest and direction of the relationship between two variables.

Rectangular variables: represent our independent variables or ‘cause’ variables.

Oval variables: represent our outcome variables or variables of interest.

Results in bold: represent a ‘meaningful’ effect size (Keith, 2014).

Results in green: represent the results for the more affluent in the study where the more affluent are compared to the less affluent.

Broken line: represents relationships that were not statistically significant in these analyses.
Finding 1

RMSEA = 0.051
CFI = 0.961
SRMR = 0.033
R2 = .98
N = 19,870

Finding 2

More affluent:
RMSEA = 0.071
CFI = 0.884
SRMR = 0.064
R2 = .93
N = 9,317

Less affluent:
RMSEA = 0.073
CFI = 0.883
SRMR = 0.067
R2 = .96
N = 10,515

Finding 3

RMSEA = 0.063
CFI = 0.937
SRMR = 0.036
R2 = .88
N = 10,161

Finding 4

More affluent:
RMSEA = 0.076
CFI = 0.911
SRMR = 0.042
R2 = .86
N = 6,095

Less affluent:
RMSEA = 0.075
CFI = 0.917
SRMR = 0.037
R2 = .91
N = 3,947
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Laura Cashman • research & findings
लौरा कैशमैन • अनुसंधान और निष्कर्ष

Laura is a doctoral student at the Faculty of Education, University of Cambridge and connected with the Research for Equitable Access and Learning (REAL) Centre. Her doctoral research focuses on addressing inequality in education in the Global South through the engagement of stakeholders, particularly parents. Prior to her PhD, Laura worked in educational research and programme management in Zambia, India, Ireland and the United Kingdom.

Sarah Hopkins • design & illustration
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Sarah is a visual communicator and graphic designer with a range of experience creating and positioning content for diverse audiences and platforms. She received a Masters degree in Visual Communication, Graphic Design from the Cambridge School of Visual and Performing Arts in 2022. Previously, she served as Communications and Digital Media Officer at the United Nations Association of the USA. See her work at designhops.com and on Instagram @designhops.