



Impact of parental education, home learning environment, and school quality on students' learning attitudes, academic achievement, and educational disparities in India

Solanki Veena Hemchandrasingh¹, Dr. Neeraj Tiwari²

¹ Research Scholar, Department of English, Kalinga University, Raipur, Chhattisgarh, India

² Research Guide, Department of English, Kalinga University, Raipur, Chhattisgarh, India

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Abstract

Education plays a vital role in promoting social equity, economic development, and individual advancement. Despite significant policy initiatives and improvements in educational access, educational disparities continue to persist in India due to differences in socioeconomic conditions, parental education, home learning environments, and school quality. The present review paper examines the impact of parental education, home learning environment, and school quality on students' learning attitudes, academic achievement, and educational disparities in India. The study specifically aims to investigate how parental education influences students' learning attitudes and academic performance and to explore how parental education, home learning environment, and school quality collectively contribute to reducing or widening educational disparities. A comprehensive review of existing literature reveals that parental education significantly affects students' motivation, learning habits, aspirations, and academic success. Similarly, a supportive home learning environment characterized by educational resources, parental involvement, and positive learning experiences enhances student achievement. School quality, including infrastructure, teacher competence, learning resources, and school climate, also plays a crucial role in shaping educational outcomes. The review further indicates that disparities in these factors often lead to unequal educational opportunities among students from different social and economic backgrounds. The study concludes that improving parental awareness, strengthening home learning support, and enhancing school quality are essential for reducing educational inequalities and promoting equitable educational outcomes in India.

Keywords: Educational disparities, parental education, home learning environment, school quality, academic achievement, learning attitudes, India

Introduction

It is widely known that education is critical for social and economic growth and can be used to overcome inequalities present throughout India and encourage equitable growth in all communities, particularly in a country like India which is very diverse and has many people that come from numerous backgrounds. However, despite all of the government programs and initiatives such as the (RTE) ACT OF 2009, there are still many educational disparities that exist from one region to another and between different socioeconomic groups. There are also noticeable variations in access to quality education, learning outcomes, the retention of students and overall performance due to several socio-economic determinants, parent education level, home environment, and quality of school all contributing to these disparities, particularly among marginalized and disadvantaged children. Additionally, parent education is a major factor in determining educational achievement in children.

For instance, women with more formal education help their children develop a love of study and may give financial assistance when needed. If parents get involved in their child's education, set up a good home learning environment and help their child become successful, they will be much more likely to succeed than if they do not have the benefit of having a parent with a college degree when it comes to receiving help with school work, having the opportunity to learn more, being motivated to do well in school, etc. being a disadvantage.

Gender prejudices, regional inequalities, and socioeconomic status all play a role in India's educational environment. There had been great progress in 2015^[9] in eliminating educational disparities in India thanks to the efforts of the government, non-governmental organisations (NGOs), and foreign organisations. In 2015^[9], the net enrolment ratio (NER) in primary education in India was 92.8%, which is higher than in prior years, according to the UNESCO Institute for Statistics (UNESCO, 2016). But gaps remain, particularly in rural regions where inadequate infrastructure makes it harder for students to get an education. According to the (ASER), over 25% of rural Indian children between the ages of 6 and 14 did not possess the necessary reading abilities in 2015. (ASER Centre, 2015) ^[9]. The discrepancies are even more pronounced when it comes to secondary school, where the dropout rates are particularly high among disadvantaged groups. According to statistics compiled by the Ministry of Human Resources Development (2015) ^[9], a staggering 24.9% of Scheduled Tribe students failed to complete secondary school in 2014–2015. Uneven treatment of the sexes is still a major issue. The gender disparity index in primary education was 0.94, according to UNESCO (2016), indicating a minor advantage for boys in certain places despite efforts to close the gap. This disparity hinders females' chances of advancing their education or breaking into the profession, and it frequently persists into higher levels of schooling. Additionally, there is a major obstacle in the form of the school system's quality. According to a World Bank assessment, pupils' academic performance was

negatively affected in 2015 due to the high percentage of teacher absenteeism in primary schools, which was especially noticeable in rural regions (World Bank, 2015). Government programs, such as the Right to Education Act, have attempted to improve access and quality in an effort to overcome these inequities. However, in order to address the current inequalities and guarantee that all segments of Indian society have access to quality education, more substantial initiatives are necessary.

Objectives

- To investigate how parental education affects students; learning attitudes and academic achievement.
- To investigate how parental education, the home environment, and school quality all work together to either lessen or increase educational disparities.

Review of Literature

Sinha, C. (2023) ^[15], the present paper critically examined the available research on role of family and school contribution in academic achievement and explored their social representations. People adaptation with the prevalent notions and thinking beyond the boundary of common sense is required to explain multidimensional picture of any attribute. Previous research applied social representation theory to understand educability, intelligence, academic achievement and failure, and teachership. This article showed a polysemic understanding of family and school contribution where roles and identity matters.

Davis-Kean *et al.*, (2020) ^[1], All of these are aspects of SES and will have the greatest impact upon how children develop; therefore, parental education, employment and income are all important factors. These dimensions account for considerable differences in SES performance that can be seen over the course of a child's educational career, thus reproducing achievement gaps across generations. The article provides an in-depth review of the model which has been the basis of our research on SES, in this case parental education. Given that education precedes career success and financial well-being, the education of a parent is commonly used to forecast a parent's SES. In this research we suggest that parental educational attainment influences their offspring's academic achievements through their values, aspirations and cognitive obstacles at home. We then expand this model to account for the interactions within families and contributions of various generations, important elements to consider when considering potential intervention strategies.

Malda (2018) , In India, few studies have been conducted on the role of family environment on the cognitive and behavioural development of children, and studies from abroad have shown that family environment has a significant impact on the development of children. This study is evaluated the quality of the home environment and identified the local elements affecting the quality of the home environment in India due to its relevance. The quantitative survey by Malda (2018) included 731 people recruited using a structured questionnaire & multistage stratified random selection. The quality of the home environment was quantified with a UNICEF evaluation instrument. At least three children's books, toys built by adults or children, common household play materials, or the extent to which parents and other adults engaged children in stimulating activities like outdoor play, counting, naming,

drawing, singing, reading, and dancing were indicators. Only 36% of youngsters have three or more children's books at home. During the three days prior to the poll, 36 percent of parents, 26 percent of grandparents, 5 percent of other relatives and 3 percent of extended family members engaged in some of the more exciting activities with children. The study revealed that these factors rural/urban residence, religion, education of parents, and position of the mother in the labor force were the most significant factors on home environment quality. Ordinary least squares regression & multilevel linear regression were used to assess explanatory factors' effects on outcome variables. The random intercept multilevel linear regression showed that the child's age, parental education, birth order, gender, wealth index, & mother's job position greatly impacted the home environment. Campaigns promoting an environment at home that is encouraging for early children development are necessary to improve home circumstances in the research region, the study found.

Saedi *et al.*, (2019) ^[3], One of the main factors contributing to parents' satisfaction of their children's learning experiences is the support provided by the school administration to the teachers. Parents' happiness with their children's schooling depends on a number of things. The School's ratio of teachers to students, its physical facilities, its atmosphere, its curriculum, its communication, or its location are all factors which contribute to its overall quality. No research has looked at how happy parents are with their children's public or private education in Kandahar city. There was a need to fill the knowledge gap by conducting research on parents' satisfaction with their roles as policymakers in the education ministry, so that they could use the data at their disposal to formulate educational policies that would meet parents' expectations and help their communities achieve their educational and service goals. The results of this survey revealed that parents of the first to ninth grade students in Kandahar city are satisfied with their children's school because parents are more involved in their children's school education in this grade when compared to other grades. Public and private schools at Kandahar city were included in the survey, which included 200 parents selected at random. The study found that parents play an important role in their children's learning course. This study was conducted by descriptive data analysis, quantitative survey method and the software used was IBM SPSS version 24. The majority of parents were happy with the communication and interaction between their children and their classmates and instructors, the results showed.

Saa'da (2021) ^[4] found that, there was always prediction regarding students' behaviour in school through the involvement of parents in the school. It was found that parental involvement–SRL relationship is mediated by culture and socioeconomic status. The research in this area has been mostly undertaken by scientists in countries where English is the main language. This study considered the compatibility of the two concepts in the Western context, and the compatibility of the two concepts in other cultures. The number of teenage learners in Israel who are Arab learners was 312 and they were asked about their experience in PI and SRL; those who reported having experienced PI also reported their experience of SRL. Results showed that the parental attitudes and behaviors on education and emotional/motivational support were identified as important factors impacting SRL. The results support previous studies

showing the importance of PI in SRL in all cultural contexts and extend the previous studies of the importance of parents in the middle school years.

Memon, Joubish and Khurram (2010) ^[5] studied the effect of socio-economic status of the pupils on their achievement during their secondary education. One hundred twenty male and one hundred twenty female students from sixteen different secondary schools within the Malir neighbourhood of Karachi, Pakistan made up this sample. Children of college-educated parents were more successful than children of less-educated parents or the illiterate parents. There was a strong correlation between academic achievement and family income. Studies indicate that consistent tuition payments and student outcomes in the classroom have a strong causal link. The kids felt better equipped to learn in the classroom because of the tools that were available at home, including the vehicle, refrigerator, air conditioner and cell phone.

Farooq, Chaudhury, Shafiq and Berhanu (2011) ^[6] studied 600 secondary school children, 300 of which were male and 300 female. The study found that the socioeconomic status (SES) of students and their parents' educational level are significant factors that affect students' academic achievement. The influence of socioeconomic status on academic success is more at higher and average levels than at lower ones. Even more so than parents' occupations, parents' levels of education significantly influence their children's performance in school.

Educational Disparities in India

Educational inequality exists when students and their families have unequal access to educational resources, including money; well-run, qualified teachers; adequate classroom materials; facilities; and technology. Historically, education has been a tool used to oppress; people have been left out of educational opportunities throughout history because of their status in society (e.g., race, gender, ethnicity, and economic circumstances). As a result, some students do not have access to adequate resources, while those that do are frequently located too far away from where these students reside, making it difficult to take advantage of them.

There has been a long-standing gap in the educational attainment and productivity of people who do not have access to adequate educational resources due to institutionalised social inequalities. Because of this, there are very limited opportunities for social and economic mobility for people who have been impacted by the educational inequality that results from this. Educational inequalities are caused by many of the same sources — such as regional inequality, gender inequality, economic inequality, and differences in parental income, professional occupation, etc. and, in turn, contribute to the existence of these sources of educational inequalities.

Nations, states, and provinces define educational efficiency differently. Many of the ways we assess a student's academic excellence / success in traditional ways (i.e. grades, GPA, test scores, academic ability, dropout rates, college enrollment, and graduate enrollment) are based on the average test score and other standards of achievement. Also, researchers have investigated how well academic averages (i.e. grades) and other forms of evaluation represent a student's academic achievement (Williams, 2003) ^[7]. In addition to grade averages and other traditional

measures for academic achievement there are other measurements one must use to assess educational achievement such as learning objectives, learning skills, and competencies, learners' attitudes (satisfaction), learner persistence, and learner achievements after leaving high school (post-secondary performance). An important factor in academic success is meeting the learner's goals and objectives. Success in academia should be measured by how well a student tests; not on how well they learn or recall information learned; therefore; there is no way for an assessment of academic success to show how successful a school's instructional methods have been.

Parental Education and Involvement

An individual may rectify and enhance their parenting abilities by enrolling in a parent education program. These classes may be broad in scope, covering topics that parents often face, or they can be more targeted, addressing the unique needs of babies, toddlers, kids, and teens. Parents who are expecting a kid, thinking about adopting a child, or contemplating having a child themselves may also benefit from these classes. Here are a few family education initiatives:

- The foundation of Parent Effectiveness Education is person-centred psychotherapy.
- Individual psychology is the foundation of Systematic Training in Effective Parenting (STEP).

Parents have always needed help and education, but it wasn't until the 1994 International Year of the Family that it was officially acknowledged ([UNESCO], 1995) ^[8]. It is important to be aware of two major trends in the world that help to understand parenting programs. The first relates to fundamental changes in family structure, whereby nuclear families have become the norm while in some cultures some of the norms have become single-parent families, due to war, illness and natural catastrophes. Secondly, social changes, such as work, economic disparities, exposure to illness, and modern trends like drug use, technology, and urbanization are impacting family life. This underscores the importance of support for parents/carers or those acting on their behalf. When new challenges arise, and old systems disappear, there needs to be a coordinated effort to ensure that parents are supported in fulfilling their responsibilities (Marope & Kaga, 2015) ^[9]. Parenting programs have a complex structure, and are based on numerous different interventions, such as national programs supported by a specific sector, such as health, education, women's affairs, or welfare, as well as single-site or demonstration programs (Marope and Kaga, 2015) ^[9].

School Learning Environment (SLE)

A school is a place where growth and development in knowledge and skill may flourish. A positive environment for learning can be created by the use of academic and behavioural strategies that involve the student as a whole. The overall atmosphere of an institution is called "school climate". The atmosphere of the school is shaped by students, parents and teachers through their interpersonal relationships, values, aims, methods, organisation and attitude to life within the school. Students have clear and motivating guidelines for behaviour and academic achievement. Systems are in place to support use of approach continuums to address students' needs. All ethnic

and cultural groups are valued and appreciated, and employees view diversity as strength. Howard, Howell, and Brainard (1987) define a school's "climate as its" atmosphere for learning. This factor includes people's perception of the school and their sense of it providing a learning environment.

The school environment is defined as "The learning environment or connections that are found in or around a school and community" (December 5, 2012) in Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour. Everyone helps to keep the school running and maintained efficiently (p.4). Our school climate is wonderful when everyone in our school community feels safe, included and accepted and when positive behaviour and relationships are often encouraged. The education environment aims to foster a school community that accepts and respects each other, in line with the values of equity and inclusive education. It is essential to have a positive school environment to deter disruptive behaviours. A learner-centred, knowledge-centered, assessment-centered, & community-centered learning environment promotes understanding. In a learner-centred classroom, the instructor pays close attention to and builds upon the students' prior knowledge, abilities, perspectives, and worldviews. Teachers have the challenge of figuring out what each student's new information needs to be built upon, given that students come from diverse backgrounds and bring their own beliefs and preconceptions about how things function. Discovering these prior concepts is essential for establishing new information as an anchor, and identifying and addressing students' misunderstandings or incomplete understandings is essential for guiding them to properly develop new knowledge.

- **Knowledge centered:** It is crystal apparent to students in knowledge-centered classrooms how they are actually learning, why they are studying it, and what it means to master the idea or skill. Student learning that is related to real-life experiences is more effective than learning by rote for comprehension and application of the learned content. This approach helps to build up solid core concepts and enhance understanding.
- **Assessment centered:** Assessment is not just about marking, but about emphasis on feedback and progress. Feedback is helpful when it is provided to students formally and informally as it enables students to reflect on their own learning, enhance their understanding and develop improved learning strategies and metacognitive skills.
- **Community centered:** Collaboration, curiosity, respect, and experimentation are all something that are encouraged in learning communities. Learners are motivated to seek help, to participate in cognitively demanding tasks and to learn from their mistakes in a learning environment that promotes ongoing learning and learning together.

Home Learning Environment

A person's capacity to learn is limitless and intricate, beginning at birth and continuing throughout their lifetime. As a child's earliest and most important teacher, parents are vital to academic success. The Department of Children,

Schools & Families (2007) revealed that parents' understanding of their role in supporting their children's learning is often limited and that not all parents value learning as a priority. Over the past thirty years, however, it has been demonstrated that greater engagement of families in the process, particularly in the early years of schooling, is one of the most effective ways to improve academic achievement and literacy.

Studies indicate that parental involvement in kids' reading is more useful to academic performance than socioeconomic standing, family dimension or parent education. In other studies the role of the family environment on children's schooling is emphasised. Many school related variables may not be as important as home encouragement and support for learning when it comes to academic success.

Research supports early intervention as well. Parental involvement in children's reading and learning is more effective and enduring in education. Children learn at a young age and parents are the first and foremost teachers. The family environment significantly affects children's performance in school, their literacy skills and their communication skills. This effect is greatest at the preschool stage and continues during school years. Therefore, the attitudes, behaviors, and involvement of parents in home learning activities can play a significant role, and even be determining factors, in children's learning. Factors like family size, parental education, socioeconomic status, etc., reduce the impact of the home and family environment on children's performance in school. Any plan to raise reading skills among children must take into account every facet of their life, not just their time in school, because children spend so little time there. Instead, it should treat parents with respect and dignity, involve them into their children's education at the very beginning, and see the family as a whole. Education should raise awareness of how parents can help their children learn and how they can create enabling environments for families, tailored to individual family needs. The emotional, social, intellectual, moral and ethical environment of the family affects a child's growth. Children are influenced by the physical, emotional, psychological, and intellectual aspects of their families. Family environment can be a positive or negative influence on children's development. Tizard and Hughes (1984) have identified three main ways in which children learn at home: through daily experiences, through the care and attention given to them by adults and through the relationships that adults have with them. Parents are involved in learning and in problem solving.

Teresa Amabile (1989) believes that children's creativity and self-expression can be stifled in a stressful or pressured family environment. Interesting family situations, support, and meaningful discussions improve academic achievement, Bloom (1984) ^[12] emphasized. The UK Department of Health has identified three main factors to consider when assessing children's well-being at home: developmental needs, parental competence and family and environmental factors. Figure 1.8 shows a triangular representation of the three domains, where the first two sides show the domains that have an impact on the child's development & the third side shows how these domains interact with each other.

Conclusion

The review highlights that educational disparities in India are strongly influenced by parental education, home

learning environment, and school quality. Parents with higher educational attainment are generally better equipped to provide academic guidance, learning support, and positive educational expectations, which contribute significantly to students' learning attitudes and academic achievement. The home learning environment further strengthens educational outcomes through the availability of learning materials, parental involvement, emotional support, and opportunities for cognitive development. The review also demonstrates that school quality remains a critical determinant of student success. Adequate infrastructure, qualified teachers, effective teaching-learning processes, and a positive school climate enhance student engagement and academic performance. However, unequal access to these resources continues to create significant educational disparities among different socioeconomic groups and regions. Furthermore, the interaction of parental education, home learning environment, and school quality collectively shapes students' educational experiences and outcomes. Students who benefit from educated parents, supportive home environments, and quality schools are more likely to achieve higher academic success, while those lacking these advantages often face persistent educational disadvantages. Therefore, reducing educational disparities in India requires a holistic approach that promotes parental involvement, strengthens home-based learning support, and improves school quality. Such efforts can contribute significantly to ensuring equitable learning opportunities and better educational outcomes for all students.

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