



STUDENT PERSPECTIVES ON PARENTAL INVOLVEMENT IN HIGHER SECONDARY EDUCATION DURING THE PANDEMIC, 2021

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[Note: The Following Research has been done in context to St. Thomas Sr. Sec. School, Mandsaur, Madhya Pradesh, India]

Abstract: The following study focus is to explore the insights of the students about the involvement of their parents at the higher secondary level of education. The prime objective is to discover the students' points of view about the influence of parents' involvement at the higher secondary level of education in the subject selection for their further studies and also to find out whether the students perceive the role of parents as a support or an authority figure during the pandemic. For this study, the population includes 100 students of Indore studying at a higher secondary level of education. Basically, 50 boys and 50 girls were randomly selected for the collection of the data. After the collection, data has been scrutinized according to the objectives and purpose of the study. Data has also been explained with various assumptions and interpretations. The findings of this discovery reveal that the majority of the students found the online education during the education to be nerve-racking, and that they also faced some mental health issues, and that their parents played a critical role in making them feel comfortable. The parents also tried to indulge in the school activities of their children by providing them with guidance and their children were also quite comfortable in discussing the issues they faced in online education during the pandemic. The following has also been an attempt to grab the attention of educational institutions towards the students' insights about their role as parents at higher secondary level.

Index Terms: Parental involvement, education, Student perspectives, Higher secondary education

INTRODUCTION

The phenomena of parental participation in the education of their children have greatly risen in the previous two decades. Education is described as the process of assisting learning, the development of information, skills, values and morals. Education is a developmental process, which takes place in an individual as a result of one 's own exposure and interaction with people and other stimuli in the environment (1). Parental engagement is best defined as the active and continuing involvement of parents or other primary carers in their child's educational experience. Parental engagement may also take other forms, such as accompanying their kid to school festivities, offering encouragement, and monitoring their day-to-day work. Among the barriers to involvement, parents cite the competing demands in their lives such as work commitments, demands of other children, childcare difficulties, and lack of time generally (2). Therefore, as a child learns from his or her house while starting out on life, parents play a crucial role in transferring information and values. Parents are regarded as the most important and beneficial

tool in the socialisation process. Fathers assume the role of breadwinner, working outside and earning a living for the family while mothers are usually the primary caregivers, taking care and fulfilling the needs of the children (3). It has been shown that a kid is more likely to excel and be skilled in the profession of his or her choosing the more parents are involved in the educational process. Both the mother and the father separately have a variety of tasks to play in educating their children.

A child's growth is impacted by a variety of persons, procedures, and organisations. The 'home education' as a term, represents educational impact of the family on children (4). However, as home education is where a person's education begins, parents are their children's very first instructors. Parental involvement has been shown to be an important variable that positively influences children's education (5). A kid develops wisdom, information, skills, experience, and a sound attitude via the methodical process of education. Higher secondary, which is sometimes used interchangeably with senior secondary, refers to the instruction that students in grades 11 and 12 receive in schools. The secret to continuing the study and gaining admission to prestigious universities is a better level of education. The maximum age for pupils enrolled in higher secondary classes often ranges from 16 to 18. Therefore, the main purpose of upper secondary education is the gradual and harmonious growth of a student. However, the pandemic's greatest impact on the educational system and the learning processes of so many children was caused by the spread of COVID-19. Nearly 200 countries shut down schools with over 90% of the learners ranging from early years through higher education facing some sort of disruption to their education (6). As a result of school closures, online teaching and learning methods have developed. Children's learning was affected in a number of ways as a result of some parents losing their jobs and more companies failing as a result of not being able to afford their children's tuition. This new situation has significantly affected families' work-family balance, parental support, and school-family modes of collaboration (7).

In a student's life, parental engagement is crucial. However, it also refers to how much parental involvement a child receives as well as how much parental freedom a child is given to pursue his or her career aspirations. It can be of great help if engaged to a certain extent, but if not, it might put pressure on the system. That's why how a child sees parental engagement is vital to understand. Parents' engagement might be interpreted in one of two ways by students: either as moral support or as producing the desired outcomes. Most of the time, children go to their parents for moral support and don't enjoy being compelled to deliver an anticipated outcome or pursue something they don't want to. In particular, during the pandemic time, the involvement of parents in the student's life grew increasingly significant.

Parents are incredibly important to their children's education. From assisting their children to set the basis of schooling to advising them in selecting their professional choices, parents are active in each and every element of their life (8). There are a variety of ways in which their engagement may be observed - discussing the concerns of schools, accompanying them in their lessons, and partaking in extracurricular activities. Therefore, parents provide a unique and very significant contribution to their children's education. Their engagement has positive effects because their kids study more effectively, behave well at home and school, are more career-focused, and have improved social skills. All of this promotes their holistic development, and the parents' initial initiatives eventually play a crucial role in their success.

Assisting parents through their children's examinations provides our lives with mental assistance. Parental involvement has always been an essential component of every teacher-student-school academic endeavour (9). They genuinely get how much effort their kids have to do and help them finish their homework and tasks. They provide them the mental fortitude to handle their curriculum. They provide them with sound advice for the future. They communicate with their teachers on their general performance during their frequent visits to the school. Parental participation helps to build social skills, boost grades, and increase attendance. Parental engagement boosts expectations from their child. The correct way to reach the goals can be chosen with the support of the parents. Parental engagement helps to grasp our study topics and offers a better concept of the themes. Parental participation offers life experience in the real world.

Parents have a crucial role in the learning of their children. Parental participation may have a beneficial influence at all levels in the life of a student. Educational achievement is a joint responsibility of the school, student and parent (10). Along with improving academic achievement, parental participation has a favourable impact on a student's attitude and behaviour. In later years of a student's life, parental involvement becomes increasingly

crucial since parents tend to raise children who are less likely to be persuaded to drop out of school and who have clear aspirations for the future. Parents tend to have better access to and comprehension of the system and the procedures. As a result, there is an interchange of concepts and methods to improve many elements, which directly affects the calibre of education provided. Similar to this, when parents express interest in their children's academic achievements and engage them in conversation about the advantages of a college degree, young people are more likely to seriously contemplate attending college. A youngster will have more job alternatives if their parents encourage them. This is due to the fact that children are more inclined to take chances and learn something new than they are to stay in their comfort zone when they can see that their parents are rooting for them. Besides school learning, parents' active engagement during their children's study life can assist the youngsters grow up with stronger social skills and improved conduct.

OBJECTIVES

- To discover students' perception of their parents' involvement in their education during a pandemic
- To find out whether the students perceive the role of parents as a support or an authority figure during the pandemic.
- To learn about parents' behaviour during their children's secondary school years.

METHODOLOGY

The following research is expository in nature, and a questionnaire was created for the subsequent descriptive and expository studies to find out the students' perspectives. An appropriate random sampling is used to collect the data from the higher secondary students for the study. And to that end, we gave the online survey to 50 male and 50 female students in Mandsaur. The major goal is to offer the researcher a profile of the mental perspective of the students regarding their parental engagement, their studying habits, and their closeness to their parents throughout the pandemic. Data is evaluated with certain assumptions and interpretations using justifications after the data collecting process.

REVIEW OF LITERATURE

1. *Pratisha Padmasri Deka and et al., A Study of Parental Involvement in Higher Levels of Education: Voices of Pub-Kamrup College and Patidarrang College, Kamrup district, 2016, [The Clarion international multidisciplinary journal] ISSN 2277-1697.*

Through this research, the author has sought to bring into light both the positive and bad elements of parental engagement at a higher level of schooling. The author focuses on parents' perspectives on six areas of parental involvement identified by Epstein and colleagues (1997), namely- parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, as well as students' perspectives on other aspects related to parental involvement in education, based on a study conducted in two colleges in the Kamrup District of Assam using the Descriptive Survey Method.

2. *Bridget Williams, Joel Williams, and Anna Ullman and et al., Parental Involvement in Education; 2002 [Education Resources Information Center] ISBN-1-84185-715-7.*

The author of this research content has attempted to convince readers that few parents actively participate in their child's academic life. The majority of them concur that fulfilling time obligations will always limit their engagement.

Extracurricular programmes that let parents get involved have widespread support, but it is also acknowledged that they impose additional demands on schools.

The fact that many parents were not familiar with the terms used to describe the most essential components of their children's education implies that parents are, at best, skimming written material and assuming that instructors would educate them of what they need to know.

3. *Yeoh Si Han and Woo Pei, and et al., Parental Involvement in Children's Development: Father vs. Mother; 2013 [Open Journal of Medical Psychology Vol.2 Issue 4]; ISSN 2165-9370.*

In the following study, the author explains the role of father and mother in a young adult's education aged between 18 and 25. The research was carried out in Malaysia. The findings showed that mothers are more engaged in expressive and mentoring roles (discipline, being protective, providing income, school/homework, ethical/moral development, developing responsibility, career development, and developing independence), but there is no difference between fathers and mothers in instrumental involvement (developing competency, intellectual development).

4. *Ardita Ceka and Rabije Murati and et al., The Role of Parents In The Education Of Children; 2016 [Journal of Education and Practice] ISSN: 2222-1735[PAPER]; ISSN: 2222-288X[ONLINE] volume no. 7, no. 5, 2016 edition*

The authors of the research that follows have outlined many value systems and child-rearing techniques, such as extolling virtues and rewarding good behavior, for greater upliftment and child-rearing. It will lead to a healthy joint relationship between them and the children if the parents provide educational assistance and discuss the worrying problems like homework and events at school in the daily routine. By thanking and praising the youngsters for their modest kindness deeds, it may function as a tremendous stimulant towards mutual respect and proximity amongst all the members of a family.

In a family setting, the parents' impact on their children's schooling was examined in this paper. It focuses on the reasons why each family has different educational potentials because, in today's social circumstances, the family has a huge and difficult responsibility. It must properly care for their health, their physical development, their overall education, the development of their intellectual affinities, as well as the creation for better moral values, convictions and attitudes, habits to a firm and well behaved cultural relations within the family itself as well

5. *Milad Khajehpour and et al., The role of parental involvement affect in children's academic performance; 2011; [Sciencedirect] ISSN: 1204-1208.*

The authors of this study have talked about the value of parental participation and how it is crucial for setting the academic groundwork for kids. The authors also emphasised how important it is for parents to participate in their children's education because doing so benefits both the parents and the school. Finally, they noted that children's intellectual foundations may be developed without difficulty when they are raised by capable and loving parents.

A variety of parental participation behaviours were evaluated, including volunteering, home involvement, attending parent classes, political involvement in the school, talking to staff and teachers, etc. Grades from the academic performance tests and results from the parental engagement questionnaire were used to obtain the data. In Tehran, 200 male students made up the sample.

6. *Amber Garbe, Uzeyir Ogurlu1, and et al., "COVID-19 and Remote Learning: Experiences of Parents with Children during the Pandemic, 2020; [American journal of qualitative research]" ISSN: 2576-2141.*

In the following research, the author outlines the function of father and mother in a young adult's schooling aged between 18 and 25. The study was conducted in Malaysia. The findings showed that mothers are more engaged in expressive and mentoring roles (discipline, being protective, providing income, school/homework, ethical/moral development, developing responsibility, career development, and developing independence), but there is no difference between fathers and mothers in instrumental involvement (developing competency, intellectual development).

7. Luisa Rubeiro and et al., "Parental Involvement During Pandemic Times: Challenges and Opportunities." 2021; [MDPI Journal]; ISSN: 4169-005

In this research, the authors used an online survey with a closed-ended questionnaire to find parents' impressions of their home-based parental engagement in their children's learning during the lockdown and school closures in 2020 caused by COVID-19. The authors also highlighted those parents supported their children during the pandemic mainly through the monitoring of attention in classes and task realisation. The study highlights that parents' role in supervising their children's learning was reinforced, mostly through accompanying their children's studies and developing self-regulation strategies related to online learning.

8. Mehak Arshad and Erum Shahzadi and et al., Parents' Involvement At University Level Education: Students' Perception In Underdeveloped Countries; 2016; [European Scientific Journal 2016 edition volume.12, no.22 ISSN: 1857-7881].

In the following research, the authors claim that parents' engagement at university level is particularly vital since adult learners also require advice and counselling from their parents at the university level. When discussing their children's university activities, the parents were also there. The majority of the students were favourable with their parents' visit to their institutions. Many of students preferred that they make their own independent decisions about what they want to study without consulting their parents.

The study's conclusions showed that while the majority of students supported parental participation at the university level, parents had little influence over their children's academic choices. The research was an effort to get educational institutions to recognise the value of parental engagement in college and university.

9. Ronal Mondragon Sapungan and et al., Parental Involvement in Children's Education: Importance, Barriers and Benefits; 2014; [Asian Journal of management, sciences and education], ISSN: 2186-8441.

In this research, 39 households had children who were 2, 4, and 6 years old when they were found to be tattling about their siblings. Despite a concurrent drop in sibling hostility and an increase in parents' disapproval of tattling, tattling developed throughout time and was more prevalent among older siblings. Tattling was generally honest, implicit in nature, and more likely to be about violations of what parents also considered to be more significant norms. Whether children were between the ages of 4 and 6, tattling was associated with their bad behaviour towards one another. It was also equally prevalent whether children had continuous conflict problems and when they only wanted to alert their parents about sibling misbehaviour. Parents generally don't penalise tattlers but rather react to the information presented in the reports that their kids make about other youngsters. The quality of the children's tattling was associated to the parents' reactions, but the quality of the children's tattling was unrelated to the possibility that parents would have a good or unfavourable response to it. The findings are explored in context of tattling's role in the family system, with a focus on how well the children comprehend the repercussions of their parents' involvement in their own conflicts.

10. Maryam Hussain, and et al., Parental Involvement and Students' Educational Achievement: A phenomenological Study; 2019; [International Journal of Scientific and Engineering Research], ISSN: 2229-5518.

In this research, the author mainly highlighted the need of successful parental engagement and the critical function that this participation plays in children's education, upbringing, personality as well as their character formation. The author has also provided some insight into the challenges that parents experience as a result of their limited awareness of modern technology and academic breakthroughs, and how these challenges prevent them from being truly involved in their children's education. The author also emphasised the need of increasing parental participation to ensure that the students succeed in all areas of their future lives.

The authors of this paper examined the effects of parental involvement on students' academic achievements, the barriers to parental involvement, and the role that the school administration is playing to encourage parental involvement in light of the significance of parents' participation and involvement in education. Nine parents were interviewed semi-structurally to get qualitative data about their engagement in their child's schooling.

FINDINGS

1. Age

Table no. 1

Age	Frequency	Percentage
16	28	28%
17	25	25%
18	47	47%
Total	100	100%

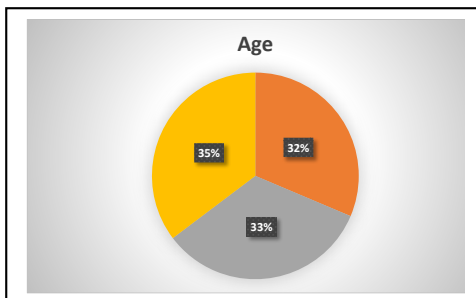


Figure no.1

The following table represents the three age groups and the percentage of the respondents in each. 28% of the students fall into the age limit of 16 years; 25% of the students fall into the age limit of 17 years; and the majority, i.e., 47% of the students, fall into the age limit of 18 years. The mean age is 17.19 ± 0.84 years.

2. Parent's Annual Income

Table no. 2

Annual income of parent's	Frequency	Percentage
₹ 200000-500000	39	39%
₹ 500000-1000000	43	43%
₹ 1000000-2000000	14	14%
₹ 2000000-3000000	4	4%
Total	100	100%

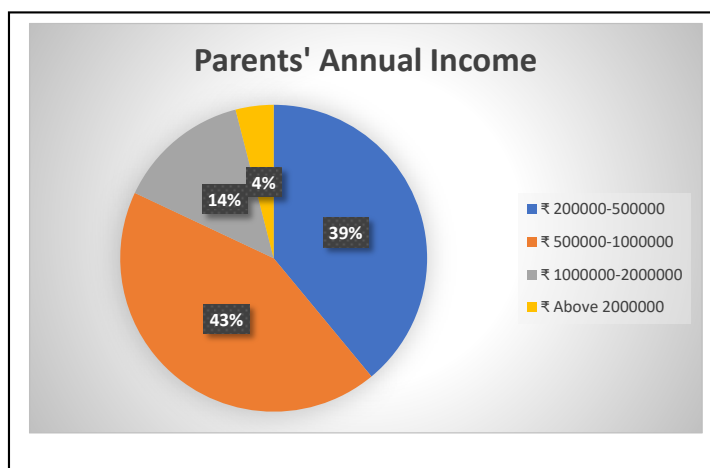


Figure no.2

The following table and chart present the parents' annual income of those students from whom the data was collected. The table shows that the income of the parents of 39 students resides between 2,00,000 and 5,00,000; the income of the parents of 43 students resides between 5,00,000 and 10,00,000; the income of the parents of 14 students resides between 10,00,000 and 20,00,000; and the income of the parents of only 4 students resides above 20,00,000. The mean income is Rs. 7,69,000.

3. Total hours spend on online learning during the pandemic

Table no. 4

Total hours spend on online learning	Frequency	Percentage
3-4 hours	45	45%
4-5 hours	42	42%
More than 5 hours	13	13%
Total	100	100%

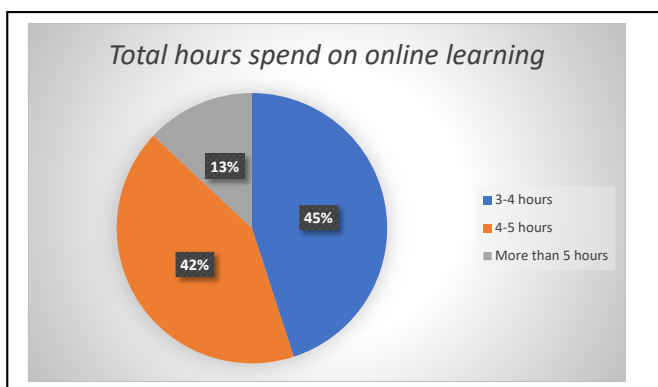


Figure no.3

The table and graph below show how much time higher secondary students spend on online learning during the pandemic: 45 students spend 3-4 hours on online learning; 42 students spend 4-5 hours on online learning; and only 13 students spend more than 5 hours on online learning.

4. Mode of learning

Table no. 4

Mode of learning	Frequency	Percentage
Self- studying	41	41%
Online studying	52	52%
Guidance from parents	7	7%
Total	100	100%

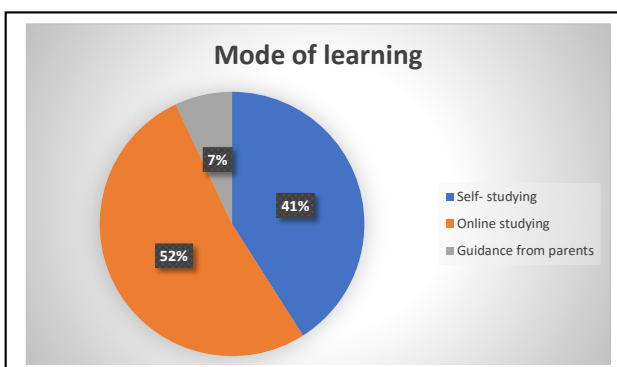


Figure no.4

The following pie chart shows the mode of learning preferred by higher-secondary students during the pandemic. From our sample size of 100 students, we found out that 52 students prefer studying online, 41 students prefer self-studying, and 7 students prefer guidance from their parents in their studies. It shows that a lot of students want to self-study, which can be because of the inefficiency of online classes during a pandemic.

5. Proportion of parental involvement at different levels of school education

Table no. 5

Proportion of parental involvement at different levels of school education	Frequency	Percentage
Primary	41	41%
Secondary	38	38%
Higher secondary	21	21%
Total	100	100%

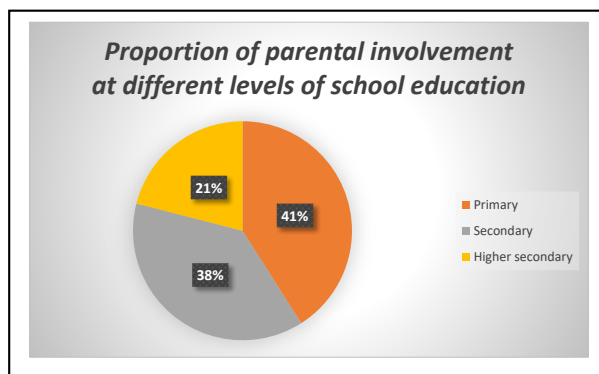


Figure no.5

The following table and graph show the maximum level of parental involvement in the different levels of students' different levels of education—around 41 students think that their parents' involvement was maximum when they were studying at the primary level of education; 38 students think that their parents' involvement was maximum when they were studying at the secondary level of education; and 21 students think that their parents' involvement was maximum when they were studying at the higher secondary level of education.

6. Educational qualification

Table no. 6

Educational qualification	Frequency	Percentage
School	10	10%
Graduate	47	47%
Post-Graduate	43	43%
Total	100	100%

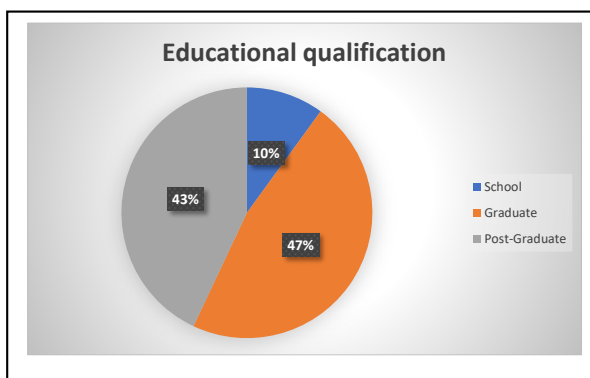


Figure no.6

The following chart and table show the educational qualifications of those students' parents from whom we have collected the data. The data shows that around 43% of parents are post-graduates, 10% have passed school, and 47% are graduates.

7. Changes in parents' behaviour

Table no. 7

Change in behaviour	Frequency	Percentage
Yes	56	56
No	23	23
A little bit of change	21	21
Total	100	100%

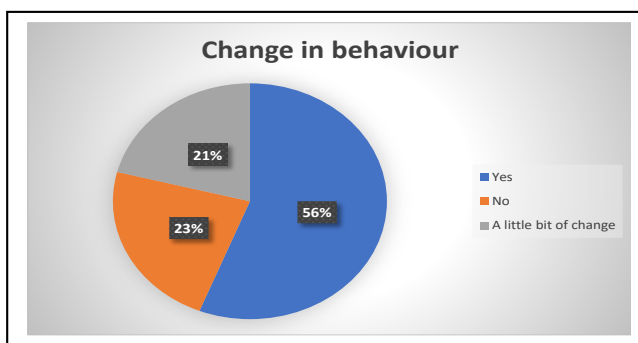


Figure no.7

The following table and chart show the result of a question in which we asked the students whether they saw any changes in the behaviour of their parents after the pandemic. From this, we got to know that 56% of students saw the difference in the behaviour of their parents, 23% did not, and 21% saw a little bit of change.

8. Did parents insisted to take online coaching classes

Table no. 8

Did parents insisted to take online coaching classes	Frequency	Percentage
Yes	73	73%
No	27	27%
Total	100	100%

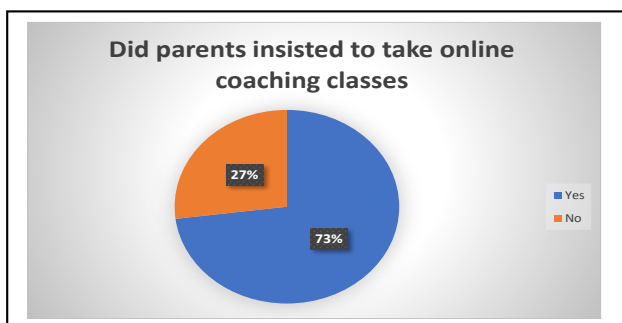


Figure no.8

Here we can clearly see that the majority of parents insisted their children take online coaching classes during the pandemic.

9. Did parents advised their children to take online counselling sessions

Table no. 9

Did parents advised their children to take online counselling sessions	Frequency	Percentage
Yes	31	31%
No	46	46%
Parents are capable enough	23	23%
Total	100	100%

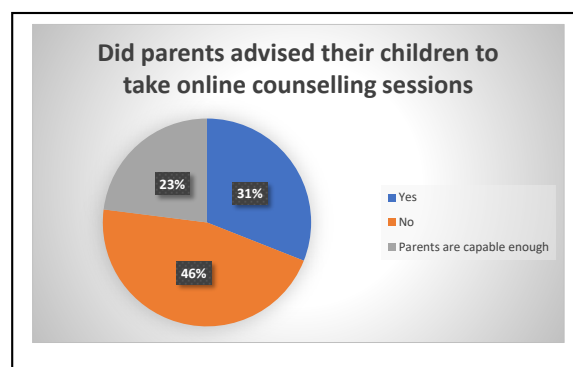


Figure no.9

In this question, we got mixed responses from students on whether their parents advised them to take online career counselling. The majority of students, that is 46%, filled the response no. 31% went towards the option yes, and only 23% of students' parents helped them in their career counselling because they were capable enough.

10. What career path parents wants their children to choose

Table no. 10

What career path parents wants their children to take	Frequency	Percentage
Technical	18	18%
Commercial	32	32%
Medical	33	33%
Others	17	17%
Total	100	100%

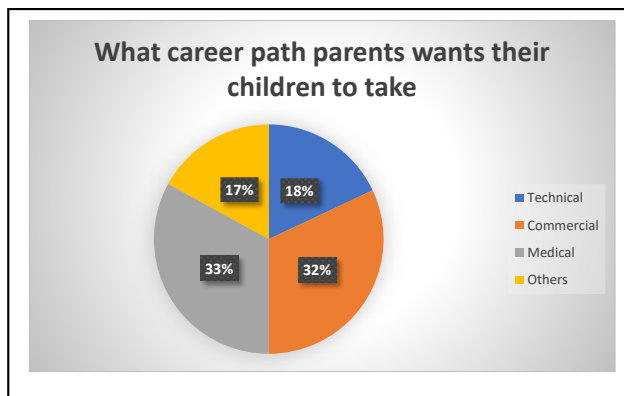


Figure no.10

Here we can see the clear trend of students going towards either other career options or commercial career options with a percentage of 33% and 32% respectively. We saw fewer responses to the technical career option (18%) and the medical career option (17%).

11. Did parents influenced to pursue their profession

Table no. 11

Did parents influenced to pursue their profession	Frequency	Percentage
YES	33	33%
NO	54	54%
Sometimes	13	13%
Total	100	100%

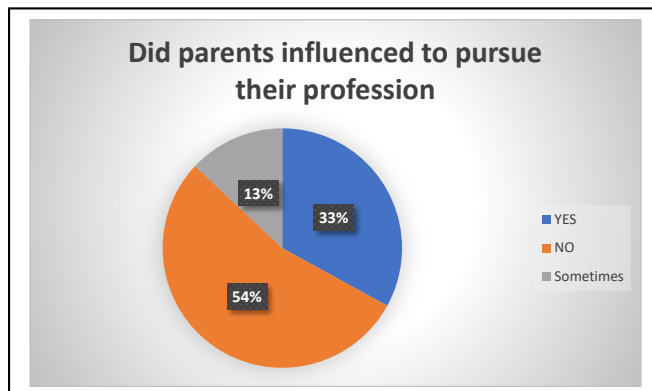


Figure no.12

A good thing we got to know through this survey is that the majority of parents are not forcing their child to pursue their profession with 54%, though 33% of parents influenced their child to pursue their profession and only 13% advised their child. We can see that majority parents are open minded towards what their child wanted to pursue as career and supporting them.

12. How comfortable are students in discussing their issues regarding studies with their parents

Table no. 12

How comfortable are students in discussing their issues	Frequency	Percentage
Very comfortable	42	42%
Quite comfortable	48	48%
Not very comfortable	10	10%
Total	100	100%

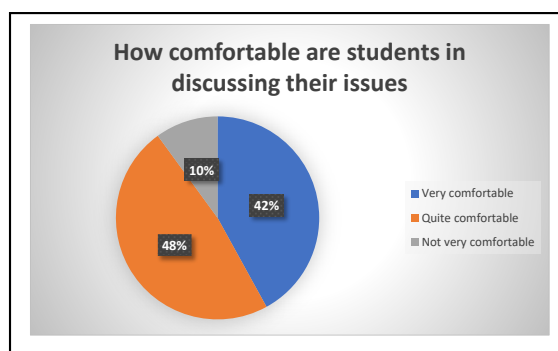


Figure no.12

This table represents the data we collected from the students for the question whether they are comfortable in discussing their issues regarding their academics with their parents. To this, the results show that 48% are comfortable, 42% are very comfortable, and 10% are not very comfortable. So, a big chunk of students is comfortable.

13. Does excessive involvement influence independent thinking

Table no. 13

Involvement of parents	Frequency	Percentage
Disagree	19	19%
Neutral	50	50%
Agree	31	31%
Total	100	100%

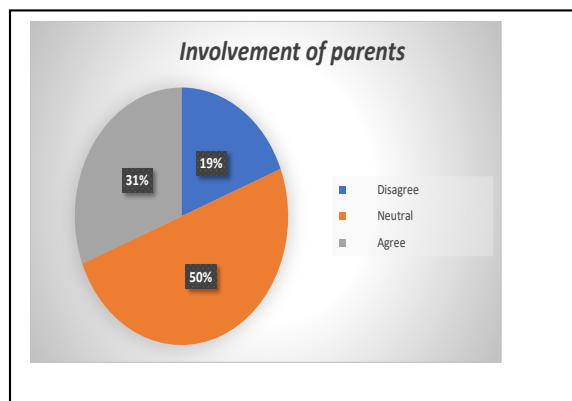


Figure no.13

The following table and graph show that excessive involvement of parents influences independent thinking. Around 19 students disagreed about excessive involvement. 50 students are undecided about excessive involvement, while 31 percent agree.

14. Mental health issues during pandemic

Table no. 14

Mental health issues	Frequency	Percentage
Yes	61	61%
No	39	39%
Total	100	100%

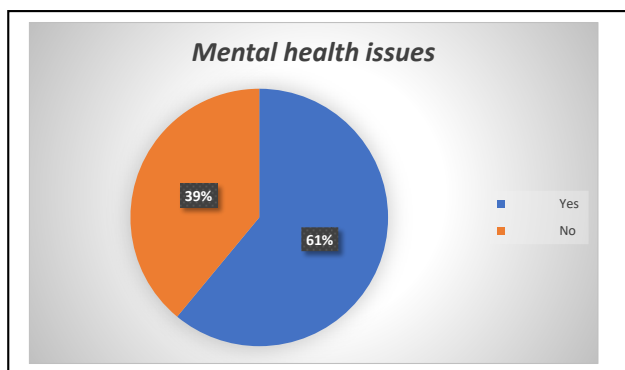


Figure no.14

The following table and graph show how many mental health issues students faced during the pandemic. Around 61 students faced mental health issues like depression and behavioural disorders, and 39 students didn't face any mental health issues during the pandemic.

15. At what level parents' involvement helps to reduce stress and anxiety

Table No. 15

At what level parents' involvement helps to reduce stress and anxiety	Frequency	Percentage

Agree	45	45%
Neutral	50	50%
Disagree	5	5%
Total	100	100%

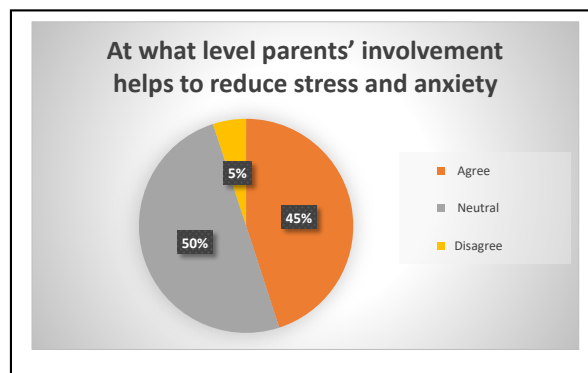


Figure no.15

The following table and graph show that at what level parental involvement in your higher secondary studies helps you to reduce stress and anxiety. Around 45 students agree that parents talked to them and reminded them to take frequent breaks to reduce stress and anxiety; 50 students are neutral and 5 students disagree that parents didn't talk to them and help them in their stress and anxiety situation.

16. Parent's reaction when students don't perform well in academics

Table no. 16

Parents reaction on not performing well in academics	Frequency	Percentage
Not discuss regarding result	13	13%
Give you moral support	45	45%
Advice you to improve	42	42%
Total	100	100%

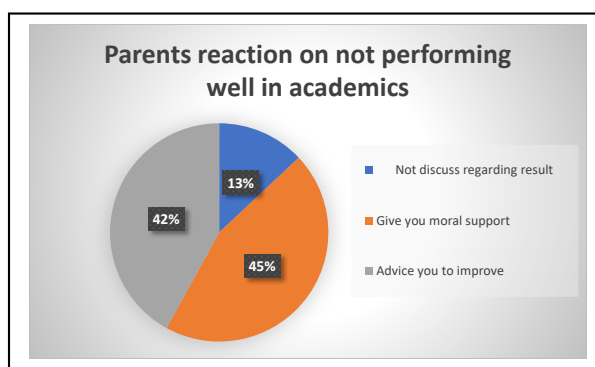


Figure no.16

The following table and graph show parents' reaction when their children don't perform well in academics. Around 13 students not discuss their results with their parents; 45 students says that their parents provide moral support to them and 42 students says that their parents advised them to improve.

17. The involvement of parents required by children in their education

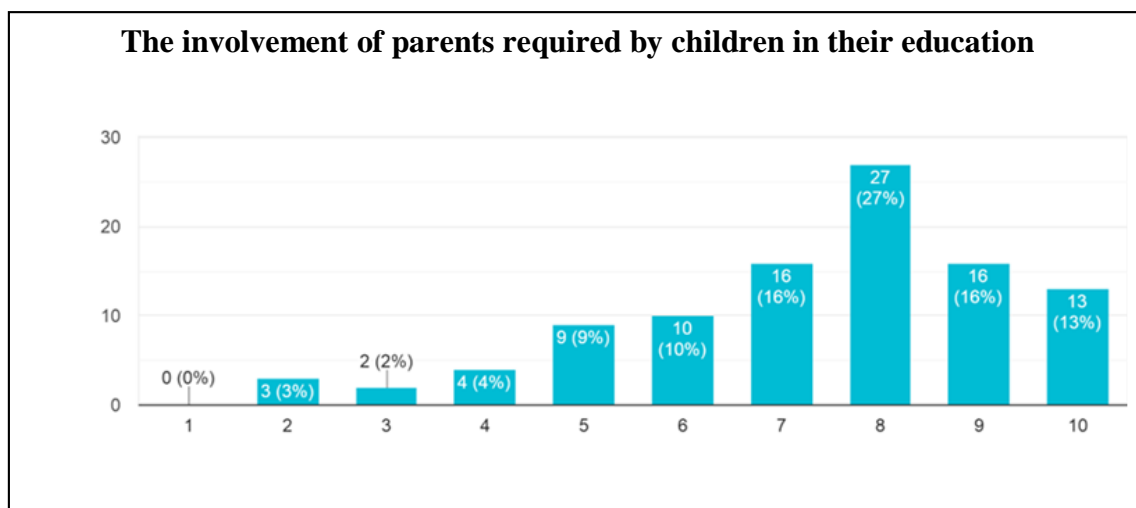


Figure no.17

It is clearly evident from the above bar graph that a good percentage of children that is around 27% required major involvement of parents in their education related matters like choosing career path, academic performance, guidance in different subjects etc and about 9% required moderate involvement of their parent. On the other hand, a very little percentage of students that is around 2 -3 % required extremely less contribution of their parents in education related matter.

18. Analysis of parent’s involvement in providing essential technical devices to students for attending online classes.

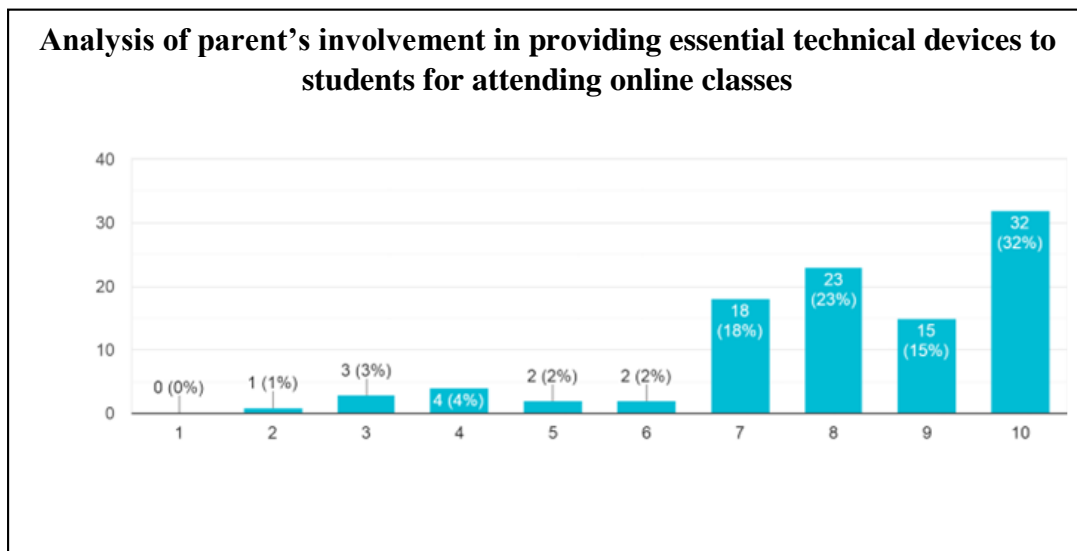


Figure no.18

It is clearly evident from the above bar graph that a large percentage of parents that is about 37% were able to provide the technical devices like phone, laptops etc to their children which were essential for them to attend online classes during the covid-19 pandemic and about 2% were able to provide the technical devices to a moderate extent. On the other hand, a very small percentage of parents that is about 2-3% were not able to provide their children with the technical devices necessary for attending online classes.

19. Emotional support provided by parents to their children during the pandemic in their studies.

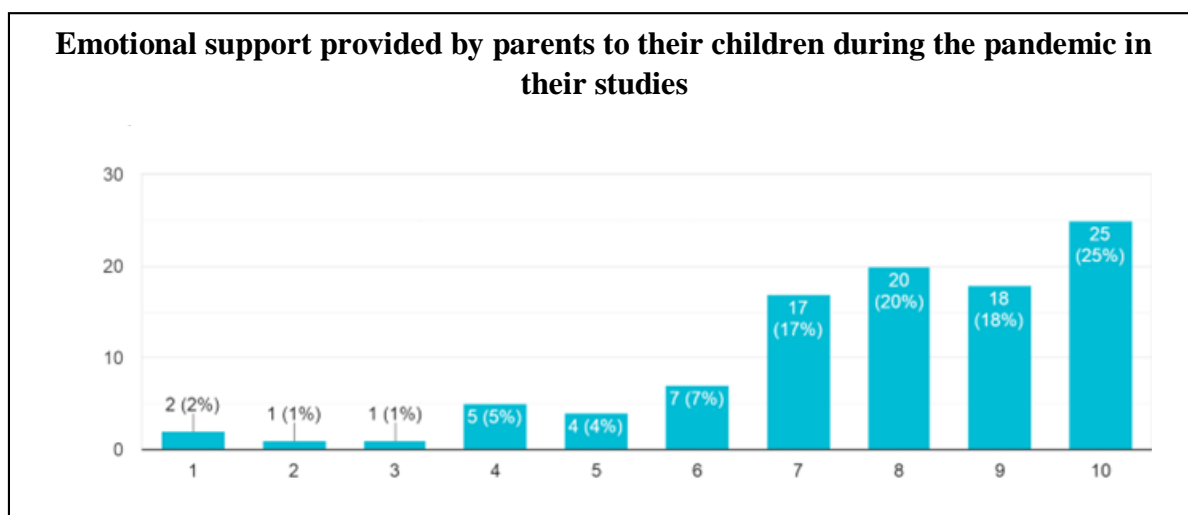


Figure no.19

It is clear from the above bar graph that about 25% of parents were able to provide emotional support to their children during the pandemic in their study related matters, which is good as emotional support was very much required by the children as online learning was completely new to them and about 4 % provided moderate

emotional support to their children. On the other hand, a very small percent of parents, that is about 1-2%, were not able to provide adequate emotional support to their children at the time of the pandemic.

20. Stress caused by online education on children at the time of covid -19 pandemic.

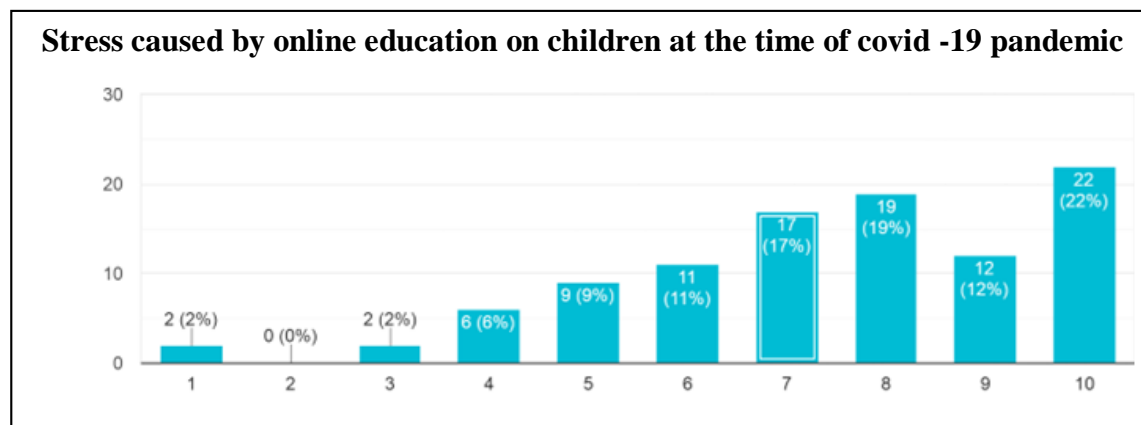


Figure no.20

It is clearly evident from the above bar graph that about 22% of children found the online mode of education extremely stressful and about 9% of the children found the online mode of education moderately stressful. On the other hand, about 2% of children found the mode not at all stressful for them.

ANALYSIS

The students who participated in this study ranged in age from 16 to 18. The bulk of students were in the 18–24 age range. Through this survey, it was found that the majority of students spend 3–4 hours on their online learning during a pandemic. Most students believe that their parents were most engaged in their early learning and least engaged in their further secondary education. This survey also reveals that the majority of students were interested in online learning, whereas the least number of students were interested in seeking academic advice from their parents. Due to online learning, many students feel that there has been behavioural shift in the majority of parents towards their education. Additionally, the majority of parents urged that their children enrol in online coaching programmes. Through this study, the readers will also come to know the tendency among the students, which is shifting towards commercial and other job routes rather than medical or technical. The nice thing one can also notice here is that the majority of parents did not pressurise their children to follow their job and provided them freedom to choose. Roughly 31% of students believe that their parents' over-involvement affects their ability to think independently, while roughly 50% are unsure. One of the key problems here is that over 61% of kids were battling mental health difficulties including depression and behavioural disorders. A majority of students felt that their parents gave them with moral support when they didn't perform well in their examinations. Through this survey, it is abundantly obvious that a substantial number of students demand the main engagement of their parents in their educational concerns. One can also see that the majority of parents were able to offer their children emotional support throughout the pandemic in terms of school-related issues, which is fantastic because the children really needed such support because online learning was something entirely new to them. It is clearly evident through this study that the majority of students find online learning very stressful.

CONCLUSION

This study intends to demonstrate the importance of parental engagement in higher education during a pandemic. After reviewing the data, it was determined that this study employs a variety of metrics to look at parental engagement during a pandemic. It looked at a number of topics, including parental moral support, parental and child understanding, parental capacity to provide resources for their children, volunteering, the contribution of parents' educational backgrounds to parental involvement, and students' comfort level when talking to their parents about their problems. Parental engagement was essential during the epidemic, when kids had to do their coursework using internet resources since there was nowhere for them to communicate with others. There is a

claim that parents with higher levels of education are often better at helping their children choose the proper professional route because they can connect to the challenges young people encounter at this time of their lives and can provide their kid better resources. But it is not because ignorant or less educated parents are not excellent with parental participation; they lack experience as students. In order to provide them with future direction, career counsellors can assist. Parental engagement was required during the online lectures since some pupils lacked the resources to attend lectures. These many parental participation metrics have proven an excellent tool for measuring parental involvement. Parental participation is beneficial and essential for a child's general development up to a point. There is a disadvantage to it as well, though. Excessive engagement might damage students' autonomous thinking and can lead them to a negative professional choice. Some children don't feel comfortable talking to their parents about their academic problems, which is a poor indication of parental participation. Parents who lack this talent can simply learn it. The findings of this study are expected to assist parents in comprehending what children anticipate from parental participation and how it may impact their performance.

For people who desire to do study on a subject related to the following research, this topic offers a wide reach. Future scholars can publish their research or papers on a number of themes related to this study, including parental participation at the university level, teacher involvement in students' education, governance, and students' academic performance.

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