

IMPACT OF PARENT'S LITERACY LEVEL ON THEIR CHILD'S EDUCATION – NEED FOR INTERVENTION

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ABSTRACT

Education has advanced and pervaded all spheres of existence. It was crucial to a nation's improvement, even in terms of its economic standing. Parental involvement in their children's education makes this feasible which requires intervention of their literacy level. Social behaviour and peer pressure of low-literate parents and educational outcomes of students can be influenced by social intervention. This can pave way for a better future of the children. Moreover, illiterate parents confront a number of challenges when attempting to participate in their children's education. The findings of the study point to a variety of effective intervention strategies for boosting parental involvement, including parent and teacher training programmes, schools practicing community based model to involve parents, and decentralization of educational policies.

Keywords: Education, Literacy level, Parents involvement, Social behaviour, Social work intervention, Educational outcomes.

1. INTRODUCTION

The home environment is a crucial place for children to learn literacy skills since there are many unique possibilities for reading and writing at home, including the chance to watch family members read and write and participate in group reading and writing activities. Development of reading later on depends on how parents introduce literacy to their children before they start schooling. According to educators, parents can assist their children in learning to read. However, there is evidence to back up the claim that integrating parents in their children's literacy development will improve the children's outcomes. There are several methods that parents can get involved in their child's literacy development. In fact, there are at least three different subcategories of parent engagement, including school-based involvement, home school conferencing, and involvement in the parent's house.¹ The first kind of parental involvement is school-based involvement, which involves a variety of parental actions and conduct that take place in their children's educational settings. The second phase is parental participation in home-school conferences, which entails dialogue between parents and teachers or other school personnel on their children's academic performance, school-related enjoyment, and rate of advancement. Last but not least, parental involvement is crucial for motivating kids to learn at home and for giving them access to educational possibilities. The process of learning to read is one that requires a wide range of talents and aptitudes. Literacy is one of the most crucial academic skill areas since it influences skill acquisition in other academic areas, thus children must use their prior knowledge and experiences to reading assignments in addition to using reading skills like reading comprehension and decoding ability.²

2. BACKGROUND OF THE STUDY

Parental participation has the potential to have a significant impact on how well children learn to read and write. Home-school communications, home visits, phone contacts, parent-teacher conferences, home tutoring, homework assistance and a home educational environment can all help parents improve their children's learning abilities. Parents can also work as paid classroom assistants, volunteers, and serve in other volunteer capacities. The two main core abilities for all school-based learning are reading and writing. In modern society, learning is necessary for success. For a child, learning to read and write is a crucial ability. For a child to succeed in school, parental involvement in their early literacy development is crucial. Children in early elementary school whose parents make themselves available for their children to help with their academics showcase greater improvement in studies than those children whose parents are less involved and disparities in social class in how children are exposed to situations that may aid in the development of emergent literacy abilities. It is crucial for parents to educate their child's literacy skills and to foster a love of reading in them. For children to succeed in academics later in life, it is crucial to understand how the home literacy environment

¹ Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92, 367–376.

² Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 590- 612

influences language and literacy development throughout the primary level. In the Nellore district of Andhra Pradesh, this paper attempted to present a study on the effects of parents' literacy levels on their children's education.

3. DEFINITIONS OF LITERACY

A number of factors, including historical, social, economic, political, and other influences, can affect how literacy is defined. For instance, throughout the middle ages, literacy was frequently equated with the ability to speak, read, and write Latin, and only a select few members of aristocratic societies had access to formal education or the Latin literature that served as its primary sources. By the 16th century, printing technology had been developed in Europe, and the usage of languages other than Latin had increased. As a result, literacy rates had skyrocketed, reaching even those from historically lower social strata like peasants and merchants.³ The ability to read and write was no longer just possessed by a small number of elite groups, but was now a way for a wide range of people to advance in power and prestige. Literacy was originally defined by UNESCO in 1951 as the capacity of a person "who can with understanding both read and write a short, simple statement on his everyday life," and it was revised in 1978 to include the capacity to "engage in all activities in which literacy is required for effective functioning in his group and community" as well as the capacity to continue to use reading, writing, and calculation for his own and community's development.⁴ The definition revision made by UNESCO represents a shift from a limited range of reading and writing habits to a broader sense of community functioning that includes mathematics. From a socio-psycholinguistic point of view, literacy is seen as encompassing more than just the capacity to read and write. It also includes the use of spoken and written language, as well as other sign systems like arithmetic and art, to make sense of the outside world and interact with others.⁵

3.1 Literacy development

The process of learning words, sounds, and language is known as literacy development. Children acquire literacy skills so they can read and write with confidence and subsequently enhance their communication abilities in general. Depending on the children's understanding abilities, a child may progress through several stages of literacy development; however they all generally involve the same fundamental ideas. In order to help kids master these fundamental abilities that prepare them for school, educators must have a thorough understanding of how children learn to read. Both teachers and students will be prepared for success in the classroom with knowledge of literacy development and how to address each of its stages. Literacy development is an important period in a child's life since it forms the foundation of language and reading abilities.

Life is dependent on the growth of literacy. A child who develops strong literacy and reading skills through appropriate and effective literacy development is positioned for success in a wide range of academic and personal endeavours. The typical adult takes reading for granted, yet if they lost that capacity, they would be completely powerless in life. That is because reading is essential for daily living. There are several things in life that involve reading, from reading traffic signs to following a recipe. The growth of a student's literacy is intimately related to that student's academic success.

3.2 Parental Involvement in Children's Literacy Development

Growing evidence points to the importance of including families in their children's education, both at home and at school, is a key strategy for improving learning outcomes for children. Children learn oral and written language for the first time in the household. According to some academics, parents are their children's first and lifelong teachers and are the most important individuals in their education. The bulk of children receive their education mostly from their family and teachers. It is impossible to overstate the impact that parental actions and attitudes have on a child's socio-emotional, intellectual, and physical development. The parental role plays a motivating and accelerating impact in children's literacy development. A child's active participation in the daily activities they engage in will help them develop their speaking, listening, writing, and reading skills. Early literacy encouragement and support from the environment has a positive impact on children's confidence in learning new things and pushing the boundaries of their existing knowledge.⁶ The academic performance of parents' children improved as a result of their parents' involvement in literacy-related activities throughout their life.⁷

When compared to other factors related to family background, such as parental educational background, family size, and socio-economic class, parental involvement was the strongest construct predicting a better academic outcome. In particular, throughout the early years, parental involvement in learning-related activities at home should be connected to children's improved cognitive development. Reading aloud to young children on a regular basis helps them improve their language and literacy skills, including their vocabulary, comprehension, letter knowledge, and awareness of word

³Heath, S. B. (1983), *Ways with Words: Language, Life and work in Communities and Classroom*. New York, Cambridge University Press.

⁴United Nations Education Scientific and Cultural Organization <http://www.unesco.org>, (accessed 7 Oct2007)

⁵Halliday, M.A.K. (1978), *Learning how to mean: Explorations in the development of language*. Cambridge: Cambridge University Press.

⁶ Enemuo, J. O., & Obidike, N. D. (2013). Assessment of parental involvement in children's literacy development. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(5), 807-814

⁷ Brady, E. (2015). *The effects of parental involvement on reading success in kindergarten* (Doctoral dissertation, Goucher College)

sounds.⁸ These abilities are critical indicators of how well kids will learn to read, demonstrating the value of parent-child reading in helping kids succeed in school.

3.3. Impacts of parent involvement in children education

It is well known that a child's family background affects their academic success. Socio-economic status, parents' educational level, and immigrant origin are the three most significant background variables that are linked to academic achievement. Proximal factors, such as cultural norms, parent-child communication, or the number of books in the house, are as important in addition to those distal factors.⁹ There is hence ample reason to believe that familial influences on reading occur even in the absence of any deliberate efforts through intervention.

The majority of parent-involved reading programmes fall under the category of family literacy initiatives. To avoid delays in children's literacy development, family literacy programmes primarily focus on expanding literacy experiences and enhancing children's reading skills outside of the classroom. The intergenerational nature of studying language and literacy to develop skills and cultural practises valued in the community is emphasised. Although the topic of these programmes is relatively vast, programmes can address a variety of target groups and can involve a wide range of activities. Many family literacy initiatives target young children and include activities like reading aloud to one another.¹⁰ However, some initiatives concentrate on formal education for children, sometimes fostering collaboration between the home and the school.

3.4 Parental Education and impact of Levels of Literacy Skill of children

The educational attainment of parents has a strong bearing on the academic success of their children. Children need families that can afford to give them a good education so they may complete their schoolwork with honour. The parental involvement in their children's education is limited due to low literacy rates. This suggests that parents with poor literacy levels may have the desire to help their children learn but are hindered by their own incomplete formal education.¹¹ Even though parents are not required to speak English in most official forums, it is the preferred language. As a result, many people who are unable to read, speak, or write in English are forced to attend most official gatherings as passive observers. The parent's high literacy skills have an impact on how actively involved they are in their children's educational pursuits. Parental involvement in children's education will, however, always be hampered by a communication gap between the school and the community. Family literacy, as a whole, is a method to literacy skill development in young children that is taught outside of the classroom. More than just teaching children to read books, this involves introducing them to new ways of thinking.

3.6 Intervention for Literacy Development

- The intervention intends to boost deliberate teaching, which would enhance infant's skills. Therefore, the theory of change is such that the intervention increases parents' instructional and interactive skills as well as language and literacy skills. In order to support and promote parent-child book sharing, this programme included three main components: (a) teaching parents how to use language-learning support strategies; (b) modelling parents' shared book reading sessions; and (c) providing guidance and feedback to parents about shared book reading in infancy.
- For special needs children whose home-based education has been approved, the same may be maintained by volunteers or special educators visiting the homes of these children with proper safety precautions and the parents' consent. There may be more children with special needs included in the scope of home-based schooling. At the start of the upcoming academic year, enrolment drives such as *Proyeshotsov*, *Vidya Chalo Abhiyan*, *School Chalo Abhiyan*, *Back-to-School* campaigns, etc., may be held. These may be held not only to welcome new students but also to welcome out-of-school children.
- Ongoing communication between schools and parents can help parents feel more confident about sending their children back to school and assuage their concerns. When the schools reopen, there needs to be increased awareness among parents and the community about the need of enrolling children in school and having them attend frequently. Funds from *Samagra Shiksha's* Media and Community Mobilization programme must be used for this.
- Educational materials and resources, such as workbooks, worksheets, and other graded supplemental materials, may be distributed in addition to textbooks, with clear instructions, with the assistance of instructors, BRCs, and CRCs, to enhance home-based education and ensure learning continuity.
- The most resources are needed from educators to train parents to teach their children using specialised exercises and structured programmes because they must develop or select the exercises and programmes, design or select appropriate reading materials, and train parents. When selecting the type of intervention to use, educators must

⁸ Smith, S., Robbins, T., Stagman, S., & Mahur, D. (2013). *Parent engagement from preschool through Grade 3: A guide for policymakers* (Report). New York, NY: National Center for Children in Poverty.

⁹Van Steensel R (2006) Relations between socio-cultural factors, the home literacy environment and children's literacy development in the first years of primary education. *Journal of Research in Reading*, 29(4):367-382

¹⁰Mol SE, Bus AG, De Jong MT, Smeets DJH (2008) Added value of dialogic parent-child book readings: A meta-analysis. *Early Education and Development*, 19: 7-26.

¹¹Adam, F., 2005. *Community participation in school development: Understanding participation in basic schools performance in the Nanumba District of Ghana* (Unpublished Thesis). University of Bergen, Norway.

balance the resources required for the intervention's implementation against the variations in the effectiveness of the many types of interventions.

4. REVIEW OF LITERATURE

Melike Yumus and Figen Turan (2021)¹² analyzed how a newly created shared book reading intervention programme was put into practise to improve infants' early skills and lay a strong basis for ongoing language progress. In order to improve the benefits of the Shared Book Reading Intervention, a randomised control study was carried out with 20 parents (n = 10 experiment, n = 10 control) and their infants/toddlers between the ages of 8 and 16 months. The 12-week parental training component of the programme significantly improved the infants' ability to comprehend language, produce words, and read. Findings also show that shared book intervention teaching tactics assisted parents in mastering linguistic domain knowledge. Together, the findings imply that parents can influence their children's development in the near term by introducing modifications to their home environment that improve reading skills.

Rajni (2020)¹³ explained the intricate function and engagement of parents in their children's education. Numerous researches on homeschooling have focused on parental engagement in children's schooling. As a result, different conceptualizations and diverse findings concentrated on identifying various tactics that can support efficient parental participation. However, parental participation is a multifaceted concept, and various forms of parental involvement have diverse consequences on how well children do in school. The statistics of parent-teacher meetings reflecting family involvement in the educational process in India have been emphasised in numerous research studies and government records. Government data on school education failed to include information about the value of parent-child interaction at home, the learning process both inside and outside the house, or a solid strategy. The focus of this study is therefore only on how parents see their involvement in the education of their children.

Robert Andrews Ghanney (2018)¹⁴ investigated how parents' reading levels and educational backgrounds impact their children's access to a basic education. In order to accomplish the goals of this study, a case study approach was used, involving interviews with parents and teachers from two school communities in the Ghanaian municipality of Effutu's Winneba East educational circuit. All parents in the Effutu Municipality in Ghana's Central Region made up the study's population. The parents chosen for the study individually were chosen using a snowball sampling technique. To find themes, the data were coded and analysed. According to the study, the majority of parents were aware of the advantages of education, but their ability to participate in their children's fundamental education was hampered by the realities of their own circumstances, such as literacy and educational barriers. The study concludes by advising that policies on education decentralisation should take better account of contextual elements, such as formal education and reading proficiency levels, which have an impact on parental involvement in children's basic education.

Manjula P. et al. (2009)¹⁵ examined the effect of intervention on parents' involvement in their children's education in Dharwad municipal schools. Sixth-grade students came from 14 different schools. Based on the child's prior academic achievement on class tests and teacher evaluations, samples totalling 418 kids were assessed. Using Kannada reading and writing examinations, they were further examined and determined to be challenging kids (180 in reading and 114 in writing). For comparison purposes, 165 typical youngsters in reading and 114 in writing were also chosen. Study results showed that the majority of children with reading challenges (80%) studied independently at home without assistance from family members. Compared to 60% for children who are typically developing, just 39% of parents support their children's academic endeavours. A similar pattern was seen in writing as well. Parents were made aware of the value of supporting and encouraging their children's education through the intervention programme. Results showed that experimental children performed considerably better in school than children of control parents thanks to their parents' participation.

5. STATEMENT OF THE PROBLEM

Due to poor academic performance, many capable students have their educational and employment goals permanently restricted. A theoretical framework has been developed in the current study to evaluate parental engagement in the advancement of children's education. This model provides a strong theoretical framework including social behaviour of parents, peer pressure and educational outcomes. With proper social intervention the children can get a better future with better education. So the main purpose of this research is to find out the need for intervention, the key factor behind

¹²Melike Yumus and Figen Turan (2021) The impact of parent training intervention in early years: language and literacy development, *International Journal of Early Years Education*, Published online: 01 Jun 2021

¹³Rajni (2020) Parental Participation in Child Education: A Sociological Study, *International Bilingual Peer Reviewed Refereed Research Journal*, Vol. 10, Issue 38 (III), Page Nos. 21-25, ISSN - 2229-3620

¹⁴Robert Andrews Ghanney (2018) How parental education and literacy skill levels affect the education of their wards: the case of two schools in the Effutu municipality of Ghana *International Journal of Education and Practice*, Vol. 6, No. 3, pp. 107-119

¹⁵Manjula, G. Saraswathi, P. Prakash and K.V. Ashalatha (2009) Involvement of parents in the education of children with reading and writing difficulties - Impact of an intervention, *Educational Research and Review* Vol. 4 (4), pp. 208-212, ISSN 1990-3839

the intervention, whether the social behaviour of the parents is due to their illiteracy and the degree of relation with the child's education due to parent education level.

6. OBJECTIVES OF THE STUDY

- To determine the influence of parents' literacy level on their child's continuation of education.
- To identify the relation between parents' level of education and child's better future through social intervention.
- To provide suggestions for improving parental involvement in enhancing their child's educational achievement and minimise out of school children.

7. SIGNIFICANCE OF THE STUDY

A considerable number of studies have investigated the impact of the education level of parents in their children's education. Previous research results suggest that parental involvement has a significant impact on children's achievement and attitudes towards education. At the same time, parents' education and attitudes towards their children's education have been identified as significant impact on children's educational outcomes. Although the various researches were conducted in Andhra Pradesh but the maximum parents in rural part of SPSR Nellore district has low education level. They are not aware of their responsibilities towards their child's education. This study would help parents, children and educators to determine the impact of parents' literacy level on their child's education.

8. SCOPE OF THE STUDY

This study will help to learn more about how parental education levels affect their children's education. This study shall aide the selected schools in determining the level-by-level relationship between parents' educational level and their child's desire towards academics. This study can create awareness among parents about the importance of giving their children, the required academic support in order to improve their performance. This study will also help parents in supporting and improving their involvement with their children at home. Through effective social intervention, the educators can address concerns about parental participation in giving their child a better future.

9. LIMITATIONS

This study has few limitations. The sample size comes first. Even though 219 individuals might be chosen, some people would view this low number as a limitation. Given the amount of children, parents and teachers in this district, the number may have been higher to be more representative of the population. The time limitations that were there were still another drawback. Their hectic schedules need to be accommodated in order to interview the parents without interfering with their obligations at home and at work. More information and perspectives from the parents would have been gathered if time had not been an issue. The results of the study might not be generalized to other groups not covered by the sampling frame, which was another constraint in the study.

10. RESEARCH METHODOLOGY

The characteristics of the study region and the primary methodological elements important to the investigation are presented in the following section:

Research Design: This study uses a descriptive and exploratory research design. In order to create the theoretical framework for the study, descriptive research designs summarise the features of the pertinent group, while exploratory research designs explore data from many secondary sources, such as relevant reviews, articles, books, etc.

Aim of the Study: This study's main goal is to look into how parents' literacy levels affect the schooling of their children. This article will focus on parents' literacy habits at the home level and how they affect children's academic success.

Study Area: Due to time and resource limitations on the part of the researcher, the study was limited to the SPSR Nellore district in Andhra Pradesh.

Geographical Location - SPSR Nellore District: The 163 KM-long Nellore District is located in the state's South-East and is bordered on the East by the Bay of Bengal. Up to the 13th century, the area was referred to as Vikrama Simhapuri; afterwards, it came to be known as Nellore. With the emergence of the Mouryan Empire, Nellore also appears to have come under its influence and was a component of the Ashoka Empire in the third century B.C. It is said that Nellore was located in the Dandakaranya forests, into which the Aryas first ventured as daring sages. The Pallava Dominion then embraced it between the fourth and the sixth centuries A.D. Up until October 1st, 1953, the Nellore district was a part of the combined Madras State. When the states were reformed on a linguistic basis on November 1st, 1956, this district was included in the Andhra Pradesh State. On June 4th, 2008, the name of the district of Nellore was changed to Sri Potti Sriramulu Nellore District. One of Andhra Pradesh's nine coastal districts, SPSR Nellore District is the Southernmost. It is located between 79° and 80° E of the Eastern Longitude and Northern Latitudes 13° 25' and 15° 55' N. It has an area of 13,076 square kilometres, or 4.75% of the State's overall territory.

Education in Nellore District: The education sector is crucial to the socio-economic growth of society as a whole. The government has been spending a lot of funds on establishing the infrastructure for education, including hiring teachers from all categories and providing pucca structures for their housing and conveniences. These positive actions have significantly raised the literacy rate, which now stands at 69%, slightly higher than the state average of 67.41%. The existing infrastructure, including primary, upper primary and high schools in addition to others, is provided in full here. In the district, there are up to 3056 primary schools. The majority of their primary schools are run by Mandal Parishads. Under all of the managements, there are 598 Upper Primary schools operating in the district. In the reference year, there were 205 junior colleges, 30 high schools affiliated with junior colleges, and 803 high schools operating in the district.

Data Collection: For the current study, both primary and secondary data have been gathered.

Primary Source: In Gudur, Kavali, and Nellore in the SPSR Nellore district of Andhra Pradesh state, data were collected primarily through surveys with the aid of structured questionnaires related to the impact of parents' literacy levels on their children's education with interventions based on a 5-point Likert scale from Strongly Disagree (S.D.) to Strongly Agree (S.A).

Secondary Source: Information is gathered from a variety of sources, including books, journals, newspapers, magazines, websites, and more.

Sampling Technique: For this investigation, a convenience sampling strategy is employed. This approach is used since it takes the least amount of money and effort.

Samples Size: The sample size for the current study consisted of 219 individuals from six schools, including students, teachers, and parents from three mandals in the Andhra Pradesh district of Nellore. In the SPSR Nellore district, there are three distinct geographic areas: Gudur, Nellore, and Kavali.

TableNo – 1: Sample size estimation

SL. No.	Participants	Gudur	Nellore	Kavali
1	Parents	35	35	35
2	Children	30	44	40
TOTAL		65	79	75
Overall Total		219		

Target population: Participants in the current study include parents and children.

Instrument: For the purpose of gathering primary data, the researcher created a self-structured questionnaire. The questionnaire consists of two sections; the first section deals with demographic information, and the second section has variables referring to several dimensions of the impact of parent literacy level on their child's education with intervention in SPSR Nellore. Social behaviour, peer pressure, educational outcomes, interventions, and a better future are the variables of the current study.

Ethical Concerns: The Nellore district and the Andhra Pradesh Department of Education were both contacted for permission. Informants were also given information on voluntary involvement and informed that they might withdraw from the study at any time without fear of retaliation. Private information of informants was not disclosed without the informant's consent or knowledge. In order to maintain confidentiality, the names of informants were kept undisclosed during interviews and during filling out the raw data.

Variables of the study

Social behaviour: Parental involvement encompasses a wide range of behaviours, including expectations, attitudes, and ideas about the child's education on the part of the parents. Social and economic changes raise concerns about the parenting behaviours towards their children as well as the society.¹⁶

Peer pressure: Peer pressure is the impact a peer group has on a person to persuade them to alter their beliefs, attitudes, or conduct in order to conform to the group norms. A person's potential is strengthened by positive peer pressure, while their strength is diminished by negative peer pressure. In academic life, positive pressure leads to success whereas negative pressure leads to failure.¹⁷

Educational outcomes: The educational outcomes of children of low-literate parents are one sign that public schools are unable to adjust to the shifting demographics. Language difficulties, poverty, racism, and social isolation are only a few of the factors that contribute to the low academic achievement and high dropout rates among primary school students. However, it has been discovered that low-literate parents' lack of cooperation also plays a part.¹⁸

Intervention: With the effects of social intervention, parents' involvement and parents' understanding of efficient reading practices enhances their children's academic accomplishment. This in turn changes their perceptions of their responsibility for their children's literacy development.¹⁹

Better future: The above mentioned factors with proper social intervention and involvement of parents, paves way for better education and better future of children of low-literate parents.

Key words

¹⁶ Oduntan, O., & Fasina, O. (2018). Parental Factors Influencing Acceptability of Children's Involvement in Skill Acquisition Activities in Ondo State, Nigeria. *Journal of Education, Society and Behavioural Science*, 26(3), 1–8. <https://doi.org/10.9734/jesbs/2018/27171>

¹⁷ Akhtar, Zarina & Aziz, Shamsa. (2011). The Effect of Peer and Parent Pressure on the Academic Achievement of University Students. *Language in India*. 11.

¹⁸ Marschal, M. (2006). Parent involvement and educational outcomes for Latino students. *Review of Policy Research*, 23(5), 1053-1076

¹⁹ Steiner, Lilly. (2014). A Family Literacy Intervention to Support Parents in Children's Early Literacy Learning. *Reading Psychology*. 35. 10.1080/02702711.2013.801215

Literacy: It is the reading and writing habits that young children establish before they transition to traditional literacy. Reading and writing skills are necessary for a wide range of jobs carried out both within and outside of the classroom.

Intervention Plan: An intervention programme is one that conducts several activities pertaining to emerging skills over the course of 28 days in order to improve emergent literacy in young children.

Parents: The biological father or mother or learner's guardian. It includes other family members who agree to fulfil the responsibilities of a student or learner at school, such as grandparents, elder siblings, aunts, and uncles.

11. DATA ANALYSIS

The Statistical Package for Social Sciences (SPSS) version 20 and AMOS version 20 were used to enter and analyse the obtained data. The following statistical methods were used to assess the hypotheses: One – way ANOVA and multiple regression.

Multiple Regressions

H_{01} –Better future (Children's) has no significant influence on Peer pressure, social behaviour and educational outcomes of the respondents.

Dependent variable: Better future (Y)

Independent variables:

1. Social Behaviour (X_1)
2. Peer pressure(X_2)
3. Educational Outcomes(X_3)

Table No – 2

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.677 ^a	.458	.450	3.041

a. Predictors: (Constant), Educational_Outcomes, Social_Behaviour, Peer_Pressure

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1679.282	3	559.761	60.527	.000 ^b
Residual	1988.343	215	9.248		
Total	3667.626	218			

a. Dependent Variable: Better_Future (Children's)

b. Predictors: (Constant), Educational_Outcomes, Social_Behaviour, Peer_Pressure

Co-efficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.029	1.605		3.758	.000
Social Behaviour	.161	.082	.132	1.957	.002
Peer Pressure	.326	.087	.267	3.767	.000
Educational Outcomes	.460	.083	.377	5.575	.000

a. Dependent Variable: Better_Future(Children's)

The multiple regression analysis has been carried a sample of 191 and data considering better future as a dependent variable and the remaining independent variables to test above hypothesis. The above table shows that ($R^2 = 0.458$, $F = 60.527$, $P = .000$) hence the P value is at significant at 1% level it is affirmed that there is a significant influence by the factors viz. Peer pressure, social behaviour and educational outcomes over the better future of the respondents. Better future has significant influence on Peer pressure, social behaviour and educational outcomes of the respondents; hence it is clear that the null hypothesis is rejected. The multiple regression equation is $Y = 6.029 + 0.161X_1 + 0.326X_2 + 0.460X_3$.

The above results infer that social behaviour of parents, peer pressure faced by parents and children and educational outcomes of children has significant impact of better future of children with respect to the parent's involvement in their child's educational activities.

One – way ANOVA (Age Groups)

H_{02} -There is no significant difference between age groups (of the respondents) with regards to the social behaviour, peer pressure, educational outcomes, intervention and better future.

Table No – 3

Dimensions		Sum Squares	of Df	Mean Square	F	Sig	Statistical Inference
Social Behaviour	Between Groups	12.043	3	4.014	.355	.786	Not Significant
	Within Groups	2431.966	215	11.311			
	Total	2444.009	218				
Peer Pressure	Between Groups	79.220	3	26.407	2.389	.070	Not Significant
	Within Groups	2376.488	215	11.053			
	Total	2455.708	218				
Educational Outcomes	Between Groups	116.951	3	38.984	3.564	.015	Significant
	Within Groups	2351.496	215	10.937			
	Total	2468.447	218				
Intervention	Between Groups	254.903	3	84.968	4.422	.005	Significant
	Within Groups	4131.517	215	19.216			
	Total	4386.420	218				
Better Future	Between Groups	140.160	3	46.720	2.848	.038	Significant
	Within Groups	3527.466	215	16.407			
	Total	3667.626	218				

* @5% level

Interpretation

It is established that there is statistically significant difference between the age groups and the factors such educational outcomes, intervention, and better future since the significant (p) values are less than 0.05 (5%), the threshold of significance. As a result, the null hypothesis is rejected. The null hypothesis is accepted since the significant (p) values are greater than 0.05 (5%), the threshold of significance, which indicates that there isn't a statistically significant difference between the age groups and the variables like social behaviour and peer pressure.

The educational outcomes, interventions, and better future are thus significantly different across age groups, although social behaviour and peer pressure are not significantly different across age groups.

One – way ANOVA (Education Groups)

H₀₃: There is no significant difference between education groups(of the respondents) with regards to the social behaviour, peer pressure, educational outcomes, intervention and better future.

Table No – 4

Dimensions		Sum Squares	of Df	Mean Square	F	Sig	Statistical Inference
Social Behaviour	Between Groups	7.414	3	2.471	.218	.884	Not Significant

	Within Groups	2436.595	215	11.333			
	Total	2444.009	218				
Peer Pressure	Between Groups	88.590	3	29.530	2.682	.048	Not Significant
	Within Groups	2367.118	215	11.010			
	Total	2455.708	218				
Educational Outcomes	Between Groups	152.046	3	50.682	4.704	.003	Significant
	Within Groups	2316.402	215	10.774			
	Total	2468.447	218				
Intervention	Between Groups	253.864	3	84.621	4.403	.005	Significant
	Within Groups	4132.556	215	19.221			
	Total	4386.420	218				
Better Future	Between Groups	109.428	3	36.476	2.204	.089	Not Significant
	Within Groups	3558.198	215	16.550			
	Total	3667.626	218				

* @5% level

It is established that there is statistically significant difference between the education groups of the respondents and the factors such peer pressure, educational outcomes and intervention, since the significant (p) values are less than 0.05 (5%), the threshold of significance. As a result, the null hypothesis is rejected. The null hypothesis is accepted since the significant (p) values are greater than 0.05 (5%), the threshold of significance, which indicates that there isn't a statistically significant difference between the age groups of the respondents and the variables like social behaviour and better future.

The peer pressure, educational outcomes and interventions are thus significantly different across education groups of respondents although social behaviour and better future are not significantly different across education groups.

12. FINDINGS

- ❖ Peer pressure, educational outcomes, and interventions are substantially different among education groups according to a one-way ANOVA test among respondents' education factors, but social behaviour and a better future are not.
- ❖ The results of a one-way ANOVA test among the respondents' age factors indicate that although social behaviour and peer pressure are not statistically different across age groups, educational outcomes, interventions, and a better future are considerably different across age groups.
- ❖ The null hypothesis is obviously rejected since the findings of multiple regression reveal that a better future of the respondents significantly influences peer pressure, social behaviour, and educational outcomes of the respondents. $Y = 6.029 + 0.161X_1 + 0.326X_2 + 0.460X_3$ is the multiple regression equation.

13. SUGGESTIONS

- Teachers and administrators collaborate with parents to create opportunities for parent participation that are believed by all parties to have a good impact on children's learning, literacy development, and achievement. Teachers and administrators should consider how to further reinforce parents' favourable perspectives or acceptance of their roles as the primary influencers and supporters of their out of school children's literacy development.
- Schools may lead by providing additional chances for parents to participate, even in unconventional ways. For instance, schools and teachers might schedule meetings and discussions at various times to create possibilities for

individualised interaction. Schools may also use a more community based style of parental involvement, where the interests of the families are prioritised over those of the school.

- Encourage out of school children to visit bookstores and libraries. Rethink the tradition of having parents tell tales of their own childhood or family history during family story time. Keep children's access to books, newspapers, magazines, papers, crayons, and markers so they can read and write. Parents can read traditional poems and tongue twisters to their kids, or they can sing hymns from hymnals to them. Children watch and absorb information from others around them.
- More consideration of contextual elements, such as parental literacy and educational background, which have an impact on their involvement in out of school children's basic education, must be included in policies on education decentralisation.

14. CONCLUSION

According to the study's findings, intervention programmes for children offered at the right time can surely assist them get past their problems and achieve grade levels that are acceptable for their abilities. It is noteworthy to point out that efforts should be made to teach parents how to improve their reading and writing skills, boost their involvement, and, with the assistance of teachers, improve the learning abilities of children.

The findings of the study reveal that, in order for low literacy parents to learn how to use their current skills as instruments for bettering their children's education, there are a number of aspects in the family setting that must be discovered and thoroughly studied. When low-literate parents, especially mothers, are able to improve their own reading abilities, they are more likely to have a favourable impact on their children's academic performance.

By fostering better ties between parents, teachers, and the literacy leaders in the school, the implementation of social intervention proposed in this study within the school enhances the possibility that parents will continue to be involved in their children's education. In order to create successful learning environments for young learners at both home and school, it is hoped that the study's findings will help pave the way for mutually beneficial partnerships by bridging what already takes place in the home and offering ways to make it possible for family members to create better future for their children.

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