



EFFECTIVENESS OF PRIVATE TUITION AND PARENTAL INVOLVEMENT AT THE PREPARATORY STAGE: INSIGHTS FROM INDIAN EDUCATION

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ABSTRACT

This study investigates effectiveness of private tuition and parental involvement at the preparatory stage. This stage is critical as it establishes the foundation for academic path of the children. The decision between “private tuition” and “parental involvement” can significantly influence students’ educational experience, across the globe. This research aims to examine which of the approaches is more effective ‘private tuition’ or ‘parental involvement’ for the improvement of children’s academic achievement. The study used the survey method to collect background information and their school’s periodic examination scores as academic achievement. The study found that parental involvement has significantly more effective than private tuition in academic achievement of the students. It is crucial not only for a child’s academic development but also for the overall growth. The policy implication of the study is that in order to improve academic achievement and holistic development of children, it is recommended to promote parental involvement, especially during the preparatory stage.

Keywords: Parental Involvement, Private Tuition, Preparatory Stage, Private Coaching, Shadow Education

1. INTRODUCTION

The quantitative expansion of mainstream education in India is unprecedented, especially at school level. According to Unified District Information System on Education Plus (UDISE +) for the year 2021-22, there are 1.48 million schools in India with 121 million students enrolled in Classes 1–5, the Gross Enrollment Ratio (GER) is 103.39, the Pupil-Teacher Ratio (PTR) is 26.17, and the Gender Parity Index (GPI) is 1.03 at the primary level. Thus, India has a gigantic primary education system, with an effective learning provision such as PTR is quite extensive in relation to its size.

In addition, all children of age between 6 and 14 years (the elementary school years), have the Right to Free, and Compulsory Education since 2009 (in short it is known as Right to Education [RTE]). Laying the foundation for a children's academic journey begins in the preparatory stage (class 3 to 5 as per 'National Education Policy' (NEP), 2020) of Education.

The parents understand that children learn differently, and varying amount of personalized attention require by them for learning and achieving. Simultaneously, parents may feel a sense of responsibility to supplement their children's learning beyond the traditional classroom setting, whether it's through tutoring, enrichment programs, or educational resources. Ultimately, parents want to empower their children to reach their full potential and excel academically. This drives them to seek out additional support to complement their child's educational journey. Moreover, literature [Jha \(2013\)](#), [Netragaonkar \(2017\)](#), [Mandal & Sarkar \(2020\)](#), [ASER \(2023\)](#), highlights the learning levels of elementary school students are low in their school subjects.

Traditionally, parents play an active role in their children's education. They generally have two options. First, involved in their children's educational activities – such as teach, and support mentally and emotionally their wards, actively be touch with school teachers and improved identified areas, help in drilling school subjects alternatively, arrange private tuition for their wards. These two ways however, complement one another in their shared goal. Of course, the goal is improvement students' academic achievement.

At the crossroads, parents must decide whether to send their child to a private tutor or to take an active role in their child's education and involve actively with their education.

Thus, parents can supplement their children's formal education with two ways i.e. "parental involvement" and "private tuition". Parental in-depth understanding about their children and amount time spend with them. They are at the prime position for their education.

The purpose of this research is to compare and contrast these two approaches, with an eye towards meeting the unique requirements of school children at preparatory stage.

1.1. PARENTAL INVOLVEMENT

The active participation of parents in their children's primary education is the most important factor in determining the academic success and overall development of their children [Naite \(2021\)](#), [Varshney & Joshi \(2022\)](#). A child's academic success, social development, and emotional well-being are all significantly influenced by the level of parental involvement that occurs during the formative stages of this child's education. Additionally, parental involvement is essential in moulding a child's attitudes towards learning and instilling important values that extend beyond the confined boundary of the classroom.

This can be accomplished by providing assistance with homework, taking part in extracurricular activities at school, or establishing a learning environment at home that is encouraging and supportive. Establishing a foundation for learning that continues throughout one's life and providing a solid foundation for future academic endeavours are two of the many benefits that are associated with parental involvement at the primary level.

According to [Mujtaba et al. \(2024\)](#), educational policies frequently overlook the significance of parental involvement in children's education, despite the fact that it

is an essential component of children's education. It is often overlooked in policy discourses. In the context of their children's educational journey, the term "parental involvement" refers to the role that parents play by actively participating in it while their children are in school. This involvement can take many forms, including but not limited to the following: monitoring homework, participating in conversations about academic progress, attending meetings between teachers, and establishing a conducive learning environment at home and teaching their wards, etc. All of these activities are part of the process of being involved. Because they were aware of the significance of a strong foundation in determining future success, Indian parents have traditionally placed a significant amount of importance on their children's education. This is because they understood the significance of giving their children a good start. Parents who are actively involved in their children's educational experiences are able to provide their children with individualised attention, guidance, and motivation, which is a significant benefit.

Because they are the primary carers and influential figures in a child's life, parents are an extremely important factor in the child's life. This is because parents are the primary carers. It is important for parents to take an active role in their children's educational experience when they participate in home-based instruction for their children.

The term "parental involvement" is defined by [Singh & Mahajan \(2021\)](#) as "the active participation of parents in educational activities and programmes within the school setting that are directly related to their child's academic and extracurricular development" (p. 123). This definition encompasses the concept of "parental involvement". Through the act of teaching, parents are able to cultivate a strong connection with their children, which in turn encourages the development of trust, respect, and channels of communication that are effective. This is due to the fact that teaching has the ability to involve parents in the process of teaching.

In addition, [Varshney & Joshi \(2022\)](#) provide a more comprehensive definition of parental involvement, which states that it includes "participation in school meetings and events, communication between school and home, involvement in parent-teacher organisations (PTOs) and school activities, supervision and assistance with homework, reading or other educational activities at home, and planning for the future" (p. 1512). As a result, parental involvement is a holistic approach that aims to improve the child in all aspects.

By taking an active role in making educational opportunities available to their children, parents can foster an atmosphere that is conducive to learning. The atmosphere in this setting encourages children to freely investigate novel ideas, to ask questions, and to actively seek guidance that is suitable for them. The instruction that parents give to their children is of critical significance in shaping the moral principles, cognitive abilities, and proficiencies that their children will mature into. This is because parents are the ones who are responsible for them. When it comes to the process of bringing up their children, parents have the extraordinary opportunity to impart knowledge, offer direction, and instill valuable lessons about life.

Literature at global level in including India, anonymously concludes that there is a significant positive correlation between the parental involvement and academic achievement of the children [Sánchez et al. \(2013\)](#), [Wilder \(2013\)](#), [Jaiswal & Choudhuri \(2017\)](#), [Tárraga et al. \(2018\)](#), [Schmid & Garrels \(2021\)](#), [Naite \(2021\)](#), [Varshney & Joshi \(2022\)](#), [Ali \(2023\)](#), [Oranga et al. \(2023\)](#), [Solichah & Fardana \(2023\)](#), [Villarea \(2023\)](#).

Parents effectively communicate to their children about the significance of the education and inspire them to pursue high levels of achievement. Moreover, the parents have the ability to improve their children's educational outcomes in a number of different ways. Some of these ways include providing academic support, assisting their children with their homework, cultivating a positive attitude towards learning, and discuss progress of their children with respective teacher.

According to [Oranga et al. \(2023\)](#), "educational institutions strive to incorporate parental participation and engagement initiatives and programmes that encompass all parents" (p. 8). This suggests that educational institutions should make an effort to include all parents. Furthermore, educational institutions ought to make an effort to include all of the parents in their programmes. Nevertheless, parents have the ability to teach their children essential life skills to their wards. It can be concluded that parental involvement with their children plays an instrument role not only in academic progress, but also their social development, personal growth, and other aspects of their personalities.

1.2. PRIVATE TUITION

In India, like many others developed and developing countries, there exists a parallel education system called private tuition. Private tuition is a fee based addition academic support outside to the mainstream education system, especially in school subjects [Dongre & Tewary \(2015\)](#), [Bhorkar & Bray \(2018\)](#), [Kumar & Chowdhary 2021](#)). Both the parents and the children find great satisfaction in seeing their children do well on examinations. Furthermore, [Percy \(2004\)](#) "private tutoring is predominantly a result of examination-focused learning or school curricula that prioritise examinations" (p. 1). Moreover, in India [Jha \(2024\)](#) concluded that most demanding subjects in private tuition are mathematics, physics, economics, and chemistry.

Private tutoring at the elementary level is becoming increasingly common [Jha \(2023\)](#), [Choudhury et al. \(2024\)](#). Furthermore, a significant number of students are taking private tuition in India [Sujatha \(2014\)](#), [NSSO \(2017\)](#), [Jha \(2018\)](#). This type of tutoring is frequently considered to be a supplement to the routine classroom teaching. It is evolved as parallel education system also known as shadow education [Bray \(1999\)](#), surrogacy [Sujatha \(2014\)](#), and other similar metaphors. The factors influencing growth of private tuition are parent and student aspiration for higher academic, poor learning outcomes at school, peers are taking private tuition, and academic competition, performance in public examinations [Percy \(2004\)](#); [Sujatha, \(2014\)](#), [Jha \(2018\)](#). The extensive reliance on private tutoring calls for a comprehensive analysis, despite the fact that people believe that individualised instruction and the reinforcement of academic concepts are beneficial.

The fact that this occurrence has occurred raises concerns about fairness because it is possible that some families do not have the financial means to access additional educational assistance beyond the school setting. It is possible that an excessive reliance on private tutoring could unintentionally diminish the significance of classroom teachers and the efficiency of the mainstream education system.

The assertion that private tutoring has an impact on the academic performance of young people is one that is fraught with a great deal of subjectivity. Literature is not arriving at the conclusion that private tuition does have a positive effect on the academic achievement of students [Dongre & Tewary \(2015\)](#) [Jha \(2023\)](#). Moreover,

the effect of private tuition depends on its quality and motivation of students [Bray & Lykins \(2012\)](#).

In a study on private tutoring, [Zhang et al. \(2024\)](#), found that it could even lower the mathematical achievement of high-achieving students at a higher cognitive level.

On the other hand, there is a widespread disagreement regarding whether or not private tutoring is associated with higher levels of academic achievement. It has been determined that this perception, in conjunction with the emergence of competition, is a significant determinant that plays a significant role in shaping the expansion of private tuition.

Table 1

Table 1 Expansion of Private Tuition in India

Sl. No.	Primary Level (%)	Upper Primary Level (%)	Secondary and Higher Secondary Level (%)	Source
1.	13.7	19.4	21	NSSO 75 th round survey (2017)

The National Sample Survey Office (NSSO) under the Ministry of Statistics and Programme Implementation, Government of India, New Delhi, conducts large scale surveys in diverse fields on an all-Indian basis. [NSSO. \(2017\)](#) it was found that a sizeable portion of students in India who were taking private tuition at all levels. This particular survey was carried out in India.

Private tuition is an unorganized sector. Thus, it is difficult to accurately estimate its expenditures [Jha \(2023\)](#). Nevertheless, literature suggests there are several attempt to estimate expenditure on private tuition. [Yadav \(2022\)](#) stated in her article that was published in a newspaper that “the current market revenue of the coaching industry in India amounts to Rs. 58088 crore” (this is equivalent to \$6.9 billion USD). Furthermore, the aforementioned report states that it is anticipated that the growth of the entity in question will amount to Rs. 133995 crore, (which is equivalent to sixteen billion USD), by the year 2028. This is a significant amount of money. In addition, a number of other studies have, in addition, provided estimates regarding the financial expenditures that are associated with the market for private tuition. For instance, [Mukherjee et al. \(2005\)](#) conducted research on the topic of the costs of private tutoring in government primary schools in West Bengal. [Mukherjee et al. \(2005\)](#) came to the conclusion that “it accounted for approximately 21.5% of the overall expenses incurred in educating a child” (p. 1552). This was regarding the costs of private tutoring in West Bengal. Increasing numbers of students opting for private tuition and such a large market size are the clear indications of the growing acceptance and prevalence of the private tuition.

This enrollment and market size show only tip of the iceberg. Parents in India are highly relying on private tuition. Even they don’t hesitate to pay their hard earned money as a tuition fee.

1.3. PARENTAL INVOLVEMENT AND PRIVATE TUITION

The participation of parents in their children’s primary education is extremely important. However, the growing popularity of private tutoring presents a new and complicated situation. The dependence on private tutoring raises questions about the fairness of traditional education structures and the credibility of those structures. However, parental involvement is beneficial to academic achievement and overall growth. For the purpose of fostering inclusive learning environments

and ensuring equitable access to educational opportunities, it is essential to strike a balance between the resources provided by parents and the reliance on tutoring from outside sources.

It is essential to keep in mind that private tutoring and the involvement of parents can both be beneficial; however, keeping this in mind is essential. These shouldn't take the place of the efforts made by teachers and schools. Rather, they must complement them. The efforts of school education and the involvement of parents are, in general, the only things that can effectively replace the efforts of these two factors. An education that is well-rounded is one that includes not only classroom instruction but also independent study, as well as support from both parents and tutors.

Additionally, it is of the utmost importance to strike a balance between academic pursuits and other aspects of a child's development, such as extracurricular activities, social interactions, and personal interests. This is because it is essential for a child to develop a well-rounded personality. Inadvertently creating an excessive amount of pressure or limiting a child's ability to explore and develop their own skills and passions can occur when a child is overly dependent on private tutoring or when their parents are overly involved in their education. Both of these situations can have a negative impact on the life of the child.

When it comes to providing assistance for a child's education, both private tutoring and parental involvement can play extremely important roles with regard to the provision of support. Students receive individualised instruction and targeted support when they receive private tutoring, whereas students receive academic support, motivation, and the opportunity to communicate with their instructors when their parents are involved in their education. It is possible that the utilisation of these components, in conjunction with the efforts of schools and teachers, has the potential to contribute to the development of an educational experience that is not only comprehensive but also fruitful for students.

1.4. POLICY INTERVENTION ON PRIVATE TUITION IN INDIA

As a welcoming step, to address concerns related to the growing private tutoring industry, the Ministry of Education, Government of India, issued guidelines to regulate private tuition in January 2024. Through the establishment of requirements for tutors and fee standards, the government seeks to standardise and establish accountability within the tutoring sector. Above all else, it is imperative that all tutoring centres register with the appropriate authorities. Because of this, the previously disorganised sector will be able to become more organised. Furthermore, certification ensures that tutors possess the necessary knowledge and skills to successfully cater to students' educational requirements. The prevention of exploitation, the assurance of affordability, and the promotion of equal access to higher education are all goals of tuition fee regulation. Achieving the benefits of these guidelines and fixing any problems that may arise depend on their proper implementation and enforcement. The Indian government has taken the initiative to improve the accessibility and quality of private tutoring by establishing this regulatory framework.

At this crossroads, the intervention of policy was crucial. These are the reasons: Ensuring accountability, equity, and fairness, reducing dependency, and promoting quality education.

Ensuring Accountability: The regulation mandates that private coaching centres register themselves, and as a result, they are required to adhere to specific

standards and qualifications. This provides accountability for the quality of education they offer.

Equity and Fairness: by making sure that kids from all walks of life can get the help they need in school. It is important to set fair and transparent tuition rates in order to avoid taking advantage of students and their families.

Reduce Dependency: If students are overly reliant on private tutors, it can undermine the effectiveness of public school systems and keep educational gaps wide open. By strengthening the public school system, regulations can reduce the need for private tutors.

Promote Quality Education: To ensure that students receive effective academic support, it is important to promote quality education by setting standards for tutors and tuition centres.

Private tuition regulation is essential in order to maintain justice, transparency, and equity in the education system and to guarantee that all students have equal access to high-quality education.

1.5. JUSTIFICATION OF THE STUDY

The foundation of this study is based on the concept that parents (mothers and fathers) have a more profound understanding of their own children than any other individual. The parents are more aware about the development process of their children. To put it another way, this is the justification that supports the study. On the contrary, because of the limited amount of time that the child and the private tuition teacher spend together, the teacher's capacity to comprehend the characteristics that comprise the child's personality is also limited. This is because the child and the teacher spend an insufficient amount of time together. In contrast, the primary objective of private tutoring is not to cultivate students who are capable of achieving self-sufficiency and independence; rather, the primary focus of private tutoring is to encourage students to become dependent on assistance from outside sources. In light of the rapidly changing employment landscape and global ecosystem, the National Education Policy (NEP) for the year 2020 places an emphasis on "the growing importance of children acquiring not only knowledge but also the essential skill of learning itself" (p. 3). This is because the NEP (2020) recognises that children are becoming increasingly important in the future. It is also important to note that the involvement of parents in the process of teaching and learning is a significant factor that contributes to the development of children's capacities for independent learning. The instillation of the parents' own morals, ethics, and values in their children is another responsibility that falls on the shoulders of the parents. It is necessary for them to carry out this obligation. They play a significant role in shaping the lives of their children by instilling fundamental values in them, such as honesty, empathy, and kindness. Parents play a significant role in shaping the lives of their children. Parents have a significant impact on the development of their children's personalities, in addition to the fact that they are responsible for instilling a strong sense of integrity in their children. When it comes to determining the most suitable educational path for their children, parents are faced with a dilemma when it comes to considering the examinations and competitions that their children are required to take part in. The conduct of research that investigates the effects of parental involvement and private tuition is absolutely necessary in order to provide evidence that supports the decision-making process that parents go through.

1.6. OBJECTIVES OF THE STUDY

- 1) To compare the academic achievement in Hindi of the children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.
- 2) To compare the academic achievement in English of the children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.
- 3) To compare the academic achievement in Mathematics of the children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.
- 4) To compare the academic achievement in Environmental Science of the children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.

1.7. HYPOTHESES OF THE STUDY

- 1) There is no significant difference in Hindi academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.
- 2) There is no significant difference in English academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.
- 3) There is no significant difference in Mathematics academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.
- 4) There is no significant difference in Environmental Science academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents.

1.8. OPERATION DEFINITION OF THE TERMS

Parental Involvement: parents teaching and taking care of education their child at home.

Private Tuition: a fee based assistant taken by students in school subjects along with regular school.

2. METHODOLOGY

The data was collected from Kendriya Vidyalaya (KV) Ranikhet, which is one of the KVs out 1250 Kendriya Vidyalayas across India. KVs are schools operated by Kendriya Vidyalaya Sangathan (KVS), located in New Delhi, India. KVs are the beacon of excellence, nurturing young minds with quality education nationwide. With a rich legacy spanning decade, it fosters holistic development, promoting values and academic prowess. Its diverse curriculum and dedicated faculty sculpt future leaders, shaping a brighter tomorrow for generations to come. These are under the authority of the Ministry of Education, Government of India. The KVs are associated with the Central Board of Secondary Education (CBSE) in New Delhi. The “Kendriya Vidyalaya” translates to “Central School” in English.

2.1. TOOLS USED

The study required using two different types of data: i) academic achievement scores in school subjects, and ii) demographic information about the students.

1) Academic Achievement: The students' academic achievement was measured using their scores from periodic examinations.

Technical Analysis of Academic Periodic Examination: Teachers responsible for Mathematics, Environmental Science (EVS), English, and Hindi subjects in class-5 created periodic exams for these subjects. Furthermore, another teacher at the school, who is an expert in the same field, evaluated the exam papers based on syllabus coverage, blueprint adherence, and overall paper quality. Therefore, the papers demonstrate a high level of content validity.

2) Student's Questionnaire: A self-made questionnaire was used to collect demographic information about the students.

2.2. POPULATION AND SAMPLE OF THE STUDY

The study's target population comprised 128 students who were studying at the end of the preparatory stage (i.e. in class 5) at from the Kendriya Vidyalaya Ranikhet (KVR) out of 48 KVs in Uttarakhand (one of the state in India). A total of 100 students who have diligently completed the self-developed student's questionnaire were part of the sample. Furthermore, their academic achievement scores were obtained.

The analysis and interpretation of this paper are grounded in the data obtained from a sample of 100 students and their academic scores in school subjects (Mathematics, EVS, English, and Hindi).

3. INSIGHTS FROM INDIAN SCHOOL EDUCATION

3.1. PARENTAL INVOLVEMENT OR PRIVATE TUITION

Table 2

Table 2 Students Taking Private Tuition					
Gender	Parent/Private Tuition	Number	Percent	Students at primary taking private tuition (percent)	
				at the state level (Uttarakhand)	At the national level
Boy	Parental Involvement	36	59		
	Private tuition	25	41	18.6	23.1
	Total	61	100		
Girl	Parental Involvement	23	59		
	Private tuition	16	41	14.4	20.1
	Total	39	100		
All students	Parental Involvement	59	59		
	Private tuition	41	41	16.5	21.6
	Total	100	100		
Source: research survey				Source: Jha (2023) at p. 425	

According to Jha (2023) and the data that is presented in Table 2, the percentage of students in Uttarakhand who receive private tuition at the primary level is lower than the average for the entire country. According to the findings, 59% of boys in the state of Uttarakhand do not receive private tuition, while 41% do receive it. On the other hand, the national average percentage of boys who do not receive private tuition is 18.6%, while the percentage of boys who do receive it is 23.1%. The percentage of girls in Uttarakhand who receive instruction from their parents is 59%, while 41% of girls in the state attend private tuition classes. The national average of 14.4% of students who do not receive private tuition and 20.1% of students who do receive it is lower than this level. In general, the data suggests that students in Uttarakhand are less likely to take private tuition at the primary level when compared to their counterparts in other countries Jha (2023), page 425). Nevertheless, it is of the utmost importance to acknowledge that the percentage of students in the sample who are receiving private tuition is higher than the averages for both the state and the nation. The percentage of students who receive private instruction is approximately 41%. The purpose of this study is to investigate the relationship between academic achievement and the presence of private tutoring and parental involvement.

3.2. EFFECT OF PRIVATE TUITION AND PARENTAL INVOLVEMENT

Table 3

Table 3 Subject-Wise Comparison Between Private Tuition Takers and Not-Takers									
Row	Subject	Parent/ Tuition	Number	Mean	SD	SEM	t value	p value	Null hypothesis
1	HINDI	Parents	59	28.16	6.54	.853	3.53	.001	Rejected
		Tuition	41	23.18	7.42	1.159			
2	ENGLISH	Parents	59	26.84	7.3	.951	3.89	.001	Rejected
		Tuition	41	20.96	7.59	1.185			
3	MATH	Parents	59	22.2	8.40	1.095	4.14	.001	Rejected
		Tuition	41	15.00	8.73	1.364			
4	EVS	Parents	59	24.41	9.09	1.184	3.01	.003	Rejected
		Tuition	41	18.61	9.98	1.559			

Academic Achievement in Hindi: Hindi is the mother tongue of students in Uttarakhand. After conducting a t-test analysis on Hindi, it was found that there is a statistically significant difference ($p < .05$, Table 3, Row-1) between students who are taught by their parents and those who receive private tuition. Accordingly, the null hypothesis H_0 , which states that “there is no significant difference in Hindi academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents,” has been rejected. This is because the results of the study have shown that the null hypothesis is not true.

The average academic score of students who receive private tuition, which is 23.18 (SD = 7.42) in the fifth class, the average academic score of students who receive instruction from their parents in Hindi is 28.16 (standard deviation [SD] = 6.54). This is a significant increase from the average academic score of students who receive instruction from their parents.

Academic Achievement in English: English is the second language of the students in Uttarakhand. The analysis of academic achievement in English revealed a

noteworthy distinction ($p < .05$, [Table 3](#), Row-2) between students who receive instruction from their parents and those who receive private tutoring. This distinction was found to be significant. Consequently, the null hypothesis H_0 , which states that “there is no significant difference in English academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents,” has been rejected. This is because the null hypothesis states that there is no significant difference between the two groups.

It has been observed that students in the fifth grade who receive instruction from their parents achieve a mean academic score of 26.84 (standard deviation = 7.30) in the subject of English after receiving instruction from their parents. According to the findings, this mean score is significantly higher than the mean academic score of students who receive private tuition, which is 20.96 (standard deviation = 7.59), in the same class.

Academic Achievement in Mathematics: A statistically significant difference ($p < .05$, [Table 3](#), Row-3) was found in the analysis of academic achievement in mathematics between students who receive instruction from their parents and those who receive private tutoring. This difference was found to be quite significant. Consequently, the null hypothesis H_0 , which states that “there is no significant difference in English academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents,” has been rejected.

The average academic score of students who receive instruction from their parents in mathematics is 22.20 (standard deviation = 8.40), which is a statistically significant difference when compared to the average academic score of students who receive private tuition, which is 15.00 (standard deviation = 8.73) in the fifth class.

Academic Achievement in Environmental Science: The analysis of academic achievement in Environmental Science (EVS) revealed a statistically significant difference ($p < .05$, [Table 3](#), Row-4) between students who receive instruction from their parents and those who receive private tuition. This difference was found to be significant. As a result, the null hypothesis H_0 , which states that “there is no significant difference in EVS academic achievement of children at the end of the preparatory stage between those who receive private tuition and those who are taught by their parents,” has been rejected. This is because the null hypothesis states that there is no significant difference between the two groups.

The standard deviation of the academic performance of students who receive instruction from their parents in EVS is 9.09, with an average score of 24.41. According to the findings, this mean score is significantly higher than the average academic score of students who receive private tuition, which is 18.61 (standard deviation = 9.98) in the fifth class.

4. DISCUSSION

The current research paper highlights the significant effect that parental involvement has in enhancing the academic attainment of children who are in school. According to the findings of the research, children who receive instruction from their parents have a higher level of academic achievement when compared to their peers who receive privately tutored instruction. The findings of the current study lend credence to the findings of previous studies carried out during last decade by [Atta et al. \(2014\)](#), [Jaiswal and Choudhuri \(2017\)](#), [Singh & Mahajan \(2021\)](#),

and Varshney & Joshi (2022), Ali (2023), Oranga et al. (2023), Solichah & Fardana (2023), Villarea (2023) all of which highlight the positive impact that parental involvement has on the academic performance of children. The aforementioned findings highlight the significance of encouraging parental involvement in the field of education as a means of addressing the issue of how to improve children's academic performance.

5. CONCLUSION

Education plays a crucial role in moulding both individuals and societies. The initial stages of learning establish the foundation for a child's educational journey. In India, there is a strong cultural emphasis on academic success, where parents typically support their children's education through active participation and private tutoring during the preparatory stage.

Academic success continues to be challenging, leading parents to look for additional support. Parental involvement and private tuition both strive to improve academic performance, each with its advantages and difficulties.

Parental involvement is crucial for a child's academic development, promoting both academic achievement and overall growth. It connects home and school, influencing attitudes towards learning and instilling important values. Studies consistently show a strong connection between parental engagement and academic success, highlighting its importance in influencing a child's educational results. Policy and educational frameworks frequently fail to acknowledge the crucial importance of parental involvement, necessitating increased recognition and support from institutions.

Private tutoring is common, but it raises concerns about the fairness and integrity of formal education systems. Although it provides personalised teaching and academic aid, it may also contribute to sustaining inequality and reliance on outside help.

January 2024, regulation on private tuition seeks to oversee private tutoring by establishing requirements for tutors and setting fee standards to guarantee responsibility and availability. This regulatory framework demonstrates a proactive strategy to tackle the issues presented by the private tutoring industry and encourage uniformity and fairness.

When evaluating the impact of parental involvement and private tuition, it is clear that a well-rounded approach is essential. Both methods have their advantages, but they should work together to enhance rather than substitute for each other and the work of schools and teachers. Furthermore, the emphasis should not only be on academic success but also on fostering well-rounded individuals who can independently navigate the intricacies of contemporary society. Nevertheless, at the preparatory stage academic achievement of students having parental involvement has significantly higher academic achievement than those students taking private tuition.

India aims to achieve inclusive and high-quality education for all by emphasising the collaboration among parental engagement, private tutoring, and formal education systems, which are crucial in moulding the educational environment and ensuring a promising future for future generations.

CONFLICT OF INTERESTS

None.

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