
NEWSLETTER

Parental Involvement and Learning Power of Secondary School Students

By Fu, G.

Correspondence to: Gan Fu, Yancheng Teachers University, China. E-mail: psyfgan@163.com

LEARNING power, as self-directed learning ability, is essential in the era of lifelong learning. Parental involvement is a key factor that influences child academic success, and partnerships between families, schools, and communities play a significant role in boosting student learning power.

This study investigated a total of 1,686 students from 12 secondary schools in County FN, Jiangsu Province by random cluster sampling, and obtained 1,633 valid questionnaires from 468 seventh, 388 eighth, 288 ninth, 297 10th, and 192 11th graders. The Secondary School Student Learning Power Questionnaire and Parental Involvement Questionnaire were used as measurement tools. The Parental Involvement Questionnaire focused on parent-school, parent-child, and parent-community interaction. Student learning power was the dependent variable in the study; parental involvement in child education in the home, school, and community was the explanatory variables; the control variables included student gender and grade, and family capital-related individual factors such as parents' education level, school type (urban or rural), and parents being migrant workers or not.

Research findings demonstrated that parental involvement in the home had the greatest impact on the learning power of secondary school students, followed by parental involvement in the school; that there was a significant difference in learning power between urban and rural secondary school students, with urban students being far more critical, constructive, communicative, and strategic in learning than their rural peers as a result of their varied educational opportunities based on distinct family social and economic resources; and that the maternal education level had a substantial impact on child critical thinking and resilience in learning.

Given research results, it is recommended that parents should raise their awareness of responsibility assumption in child education and increase their partnership with the school; that schools should optimize their agency in education and encourage parents' engagement in school activities; and that non-profit organizations should be given full play in promoting the development of learning power of rural secondary students.

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