Parents’, teachers’ and children’s perception of parental involvement in relation with pupils’ learning achievement and wellbeing

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Abstract

In this study, the association between parent, pupil and teacher perceptions, and their relationship with child achievement and wellbeing were questioned. A survey was administered to 117 fifth- and sixth grade teachers, 484 parents and their children. The results indicated congruence between parent and child perceptions, but parent and teacher ratings tend to diverge. This is especially true for dimensions concerning home involvement and estimations for lower SES parents. For pupil achievement as well as wellbeing, parental involvement seemed to be an influencing factor, however exerting only a little to moderate effect. Parental involvement measures were the best predictors for children with low educated parents and traditional families. Suggestions for future research are integrated.