

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 11 : 6 June 2011

ISSN 1930-2940

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Role of Parental Involvement in Their Children's Studies and Children's Achievement

Shamsa Aziz Ph.D., Hamid Hassan, Ph.D., and Naushaba Atta, Ph.D.

Abstract

Present study was undertaken to explore the perceptions of parents, teachers and students regarding involvement of parents in the studies of their children. The study also identified the relationships between the perception of parents, teachers and students about parents' involvement in the studies of their children and students' achievement.

Five Islamabad colleges for boys and five Islamabad colleges for girls were randomly selected as the population for the study. Ten students from 10th Grade, one teacher and ten parents of these students from each college were selected as sample of the study.

Three separate instruments were developed for students, parents and teachers. Respondents had to rate their answers on a five point scale with options 0%, 25%, 50%, 75% and 100%. Scoring was made by assigning marks. Achievement scores of students were obtained from their result of 9th Grade.

Data were analysed by using Pearson product moment correlation. Highly positive relationship was found between both the parents' and students' perception about the involvement of the parents into the studies of their children and childrens' achievement, but there was a weak relationship between perception of teachers about parent involvement and students' achievement.

It is recommended that parents may be honoured by school management and teachers for their contribution towards school, and parents should also try to develop a relationship with teachers who are working with their children.

Introduction

Education is the backbone of any society. Only those nations that give preference to education sector can prosper well and be recognized well in the world. In our Pakistan society (and in South Asia), this responsibility is thrown only on schools' shoulders. It can be identified as one of the reasons for the downfall and substandard of education in public sector institutions. Parents' involvement in the education of their child is the element which cannot be ignored. When schools work together with families to support learning, children tend to succeed not only in schools but also in their life. When parents create environment that encourages learning, express high expectations for their children's achievement and become involved in their children's education, they really contribute to their children's achievement.

The term *parental involvement* includes several forms of participation with schools, parents can support their children's schooling by attending school functions and responding to school obligations. They can be more involved through providing encouragement in homework, arranging for appropriate study times, quiet space and actively tutoring their children at home. Parental involvement is also defined as reading a bedtime story to your preschool children, checking homework every night, discussing your children's problems with teacher, voting in school elections, helping school to set challenging academic standards, limited viewing of television, getting personally involved in governing school. Parental involvement can be as simple as asking your children how was school today. This will give message to children that their school work is important for their parents.

Epstein and Sanders (2002) and Epstein et al (2002) are of the view that most of the parents have a very little knowledge about the children's education and they cannot even ask questions about their education. They start by asking a simple question **How was school today?**. If this conversation stops by children's reply **Fine** then this will be a low level of involvement.

While in a study by National Center for Education Statistics (1997) parental involvement was defined as the parents' participation in at least three of the followings: school meetings, teacher conference, class meetings or volunteering for any activity at school.

Santrock (2006) quoted different examples of parental involvement e.g. in Lima, Ohio each school has to establish a personal relationship with every parent through conferences, regular phone calls, and home visits along with other kinds of communications such as progress reports, activity calendars etc. New York City School System and Children's Aid Society launched a community organization to provide school-based programs for adolescents and their families since 1992 through social workers and other volunteers.

In Pakistan, the situation regarding parental involvement is not encouraging enough in the majority of cases, which should be of great concern to the educationists because it is linked to the students' low achievement as mentioned by Eccles and Harold (1996). Chira (1993) also concluded from a survey that parental involvement is the number one priority of the teacher for the improvement of education of the students.

Parents' attitude towards school has far-reaching impact on their children. If the parents have a positive attitude towards school and learning in general, child will show positive outlook. If a child picks up negative attitude from his parents, he adopts the same and results in negative consequences. Negative perceptions of families can act as barrier in the way of partnership between school and family. (Workman & Gage 1997).

In secondary schools the students do not want their parents to be involved. This is also a major barrier for the involvement of parents (William & Cartledge, 1997). Key to removing the barriers in effective parent involvement is the teacher. Experienced teachers know how to get involved the parents. Davis & Thomas (1989) and Levine & Lezotte (1995) are of the view that effective teachers can actively involve the parents and other family members like grand parents and older siblings in school life and children's learning.

Jeynes (2005) conducted a meta analysis to determine the overall effect of parental involvement on K 12 students' academic achievement, this meta analysis drew from 77 studies (included 36 studies on secondary schools, 25 on elementary schools and 16 were on both secondary and elementary schools), comprising over 300,000 students. The results of the analysis showed that parental involvement is associated with higher students' achievement and Parents style, parents' expectations from students , having house hold rules, parental attendance and participation in schools' functions results in students better results.

Procedure

The present study was aimed at investigating the relationship between parents' involvement in the studies of their children and children's achievement.

Population

All the 10th grade students of Islamabad colleges for boys (IMCBs) and Islamabad colleges for girls (IMCGs), all parents of these students and teachers of 10th grade in these colleges were taken as the population of the study. The reason to choose these institutes was their high standard of teaching and learning and due to active involvement of parents in different activities through parent teacher associations (PTAs)

Sampling

Multistage sampling was done; At first stage five IMCBs and five IMCGs were selected randomly, then out of each selected college.

- 1 Ten students of 10th grade were randomly selected as sample.
- 2 Ten parents of randomly selected students were included in the study.
- 3 One teacher of randomly selected students was included in the study.

Instruments

Three separate questionnaires were developed to elicit the perceptions of students, teachers, and parents about the parental involvement. Respondants had to rate their answers on a five point scale %, 25%, 50%, 75% and 100%.

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Data Collection

Data on opinionnaire were collected personally and achievement scores were obtained from school record.

Data Analysis and Interpretation

Pearson Product Moment Correlation Coefficient was used to analyse the data.

Table 1: Correlation between Students' Perception and their Achievement

	Mean	Std Deviation	N	Pearson correlation
Students Achievement	353.42	76.37	100	0.929
Students Perception	70.47	10.95		

Value of correlation coefficient (0.929) shows a highly positive correlation between the students' perception about parental involvement in studies and their achievements.

Table 2: Correlation between Parents' Perception and Achievement of their Students

	Mean	Std Deviation	N	Pearson correlation
Students Perception	353.42	76.37	100	0.988
Parents Perception	74.59	11.94		

Value of correlation coefficient (0.988) shows a highly positive correlation between the parents' perception about their involvement in the studies of their children and the achievement of the children

Table 3: Correlation between Teachers' Perception about Parental Involvement and Students' Achievement

	Mean	Std Deviation	N	Pearson correlation
Students' Achievement	353.42	76.37	100	0.227
Teachers' Perception	35.56	9.53		

Value of correlation coefficient (0.227) shows a weak positive correlation between the teachers' perception about parental involvement in the studies of their children and the achievement of the children.

Findings and discussion

Analysis of data showed that there is a highly positive relationship between parents' perceptions about their involvement in the education of their children and achievement of those children. It was also concluded that there is highly positive correlation between students' perception about the parents' involvement and their achievement. A weak correlation was found between the perception of teachers' about parents' involvement and

achievement of children. The results showed that parents' involvement significantly effect the achievement of their children. Different studies conducted by Epstein et al (2002) ,Fan & Chen (2001), Jeynes (2005) and Van voorhis (2003) had also shown similar results. There was a weak reationship between teachers' perception about parental involvement in the studies of their children and students achievement,.

Recommendations for the Teachers

1. Teachers should encourage the parent involvement
2. Regular and frequent parent teacher meetings may be arranged.
3. Parent may be honoured for their contribution at different occasions and activities.
4. Teachers should always welcome the parents sharing, suggestions and concerns.
5. Volunteering parents may be assigned some tasks or responsibilities for welfare of their children.

Recommendations for Parents

1. Parents may try to develop a relationship with teachers who work with their children.
2. Parents may try to fulfill the responsibilities and tasks assigned by school to the parents.
3. Parents should continuously observe and check their children's activities and work assigned by teachers.
4. Parents should be in frequent contact with teachers and school administration.
5. Parents can engage their children in reading and writing activities.
6. Parents should keep the children informed about current issues discussed with teachers.
7. Parents may encourage the children for sharing of school events at home.

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