

To Study the Difference in the Participation Level of Parents in the Education of Pakistani Students from Grade 7 To 10: Relation with Gender and Level of Studies

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ABSTRACT

This study examined the relationship between parental involvement and academic performance of students from grade 7 to 10. The sample consisted of 100 literate parents who were at least high school graduates (Inter or A levels), 50 mothers and 50 fathers who were randomly selected. Before conducting the research, two things were hypothesized. Firstly, parental involvement promotes students academic success and secondly mothers tend to be more involved than fathers. Correlation was used to examine the relationship between parental involvement and academic performance. The results showed that there was a strong positive correlation of .751 between parental involvement and academic performance. Regression analysis was used to determine how strong the relationship between parental involvement and academic performance was and significance level was found out to be less than 0.05 showing significant relationship. Independent t test was used to evaluate the difference between the participation of mothers and fathers and the results showed a significant level of 0.01 which was less than 0.05 showing significant variation in the participation of mothers and fathers with mothers participation was greater than the fathers. For both the hypotheses, null hypothesis was rejected and alternate hypothesis was accepted.

Keywords: Parents, Education, Participation, Pakistan, Parent involvement, Academic achievement.

INTRODUCTION

Parents are a source of motivation and support that a child needs when he or she is growing up. Parents act as a backbone for children because they help children to sustain their lives. As children get old parents tend to slightly disintegrate with their child thinking that their child needs independence or that their child would not like their interference anymore. Adolescence is an extremely important age in an individual's life because physical, cognitive and socio emotional development is taking place during this time period. This is why adolescence needs parents to be by their side in this critical period and contrary to the mainstream perception, in this study I will look at how parental involvement has a strong influence on academic performance of children.

This research is focused on the quality of education of children which involves a shared responsibility by both the parents and teachers to create better conditions to promote student's academic success. It highlights the importance of developing family-school relationships to improve the quality of education. Parental involvement basically refers to interdependent lives of parents and adolescence and both are viewed as trajectories that are intricately related to the curricular location of the student. For example academically oriented students are already on higher tracks while parental involvement can steer some adolescents

into higher tracks. Over time, parents become less involved in their child's educational careers especially after elementary schools because students start desiring autonomy and parents try to give more space to the adolescents.

Adolescence is a very crucial stage in an individual's life. This is the stage when the individual is seeking their identity and seeking for independence. Therefore, parental involvement is extremely important during this stage. Parental involvement is considered to have a positive relationship with academic success. Students whose parents' participate keep a track of their child's academic records and help the child in times of need will lead to the child performing well, have a higher social esteem and the child is also much likely to be a successful individual. Involvement allows parents to monitor school in classroom activities and also to coordinate with the teachers to ensure that the child is progressing well. Teachers of students whose parents are highly involved tend to give greater attention to students as well because it gives encouragement to teachers as well. Interactive assignments are also quite valuable because they bring parents and children close together.

There are various factors that influence parental involvement. When a child reaches high school, parents do not find it necessary to keep a check on the academic performance of the child because they feel that the child has become independent enough to keep a balance in his studies. However, there are some parents who are more willing to participate but they face certain obstacles that create a hindrance in their involvement. Certain factors that can influence parental involvement may include Parents of more successful students are likely to disengage because they feel less need to monitor their progress and have less motivation to engage in their activities as compared to students who aren't doing so well in school. Their parents are more likely to be involved. Certain social factors also has an influence on parental involvement such as intact families, parental education and socioeconomic status tend to predict greater involvement.

LITERATURE REVIEW

Various researches have been done on this topic in the past years relating to the factors that may contribute to less or more parental involvement. The terms "Parental involvement" or "Parental participation" are nebulous because they can include an array of parental behaviors. This term can mean different things to different people. A two way break down has been made to define parental involvement. One is home based activities such as parent home tutoring and the other is school based parental involvement activities such as parent volunteering or attendance of parents in parent-teacher conferences. Parental involvement basically refers to interdependent lives of parents and adolescence and both are viewed as trajectories that are intricately related to the curricular location of the student. In the study by Chen², X. F. (2001) argues that we view parental involvement simplistically and it is often perceived as a one-dimensional reality but we should take a multifaceted approach because parental involvement includes a variety of behavioral patterns and parenting practices. Moreover, certain aspects of parental involvement may have greater effects compared to others. There are various indicators to measure academic achievement which can range from global indicators such as GPA which is widely used in colleges across the globe and there are certain specific academic areas such as math to measure achievement. It is very likely that the degree of parental involvement might vary depending on the academic achievement measure.

PROBLEM STATEMENT

The purpose of this research study is to examine the relationship between parental involvement and academic performance of high school students. This study will look at the

factors that contribute to parental involvement and how does that influence the academic achievement.

Rationale

Parental involvement is a key factor that has a huge impact on the development of the child. Various researches have been conducted on parental involvement but this research will be conducted on Pakistani parents in order to evaluate the importance of parental involvement and its likely benefits on academic performance. This research will seek to provide information to parents about the possible benefits of parental involvement and whether or not parental involvement leads to a positive impact on academic performance of the student.

Hypotheses

Hypotheses 1:

Independent variable: parental involvement

Dependant variable: academic performance.

H1: Participation by parents promotes student's academic success.

H0: Participation by parents does not promote student's academic success.

Hypotheses 2:

Independent variable: involvement of mothers.

Dependant variable: academic performance.

H1: Mothers are more involved in the activities of the students as compared to fathers.

H0: there is no difference in the involvement of mothers and fathers.

METHODOLOGY

This study will include a questionnaire that will be based on Epstein (2011) model which involves six critical dimensions that are used to evaluate the participation of parents:

This is the scale I will use to measure parental involvement:

1) Parenting: (e.g. "I make positive comments regarding my child's behavior")

2) Communication with the school: (e.g. "I talk with teachers and other school personnel about my child are learning.

3) Support learning at home: (e.g. I provide proper resources to my child to perform his work.)

4) Volunteering: (e.g. I participate as a speaker at conferences and workshops for children.

5) Decision making: (e.g. I vote in the elections for members of the parent's associations.

6) Collaboration with the community: (e.g. I participate in activities where students can learn by serving the community.)

Sample size

100 literate parents who are at least high school graduates (Inter or A levels). The students would be ranging from grade 7 to 10.

- 50 fathers
- 50 mothers

The questionnaire included a 5 point Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree)

Statistics

Statistics I will use for this research would be correlation, regression and independent sample t test. Correlation would examine the whether there is a relationship between parental involvement and academic performance and regression will help determine how strong the relationship between these two independent variables are and also whether there is a causal relationship between the two. Independent t test was used to compare parental involvement between males and females.

ARKANSAS SCORING CRITERIA- ACADEMIC PERFORMANCE SCALE

PERFORMANCE – The student’s demonstration of skill while attempting a given task. Each individual task (portfolio entry) is scored for Performance. **LEVEL OF ASSISTANCE** – Determined after the introduction of the lesson activity. The observed accommodations, adaptations, and/or assistance provided to a student during performance of tasks. Each individual task (portfolio entry) is scored for Level of Assistance.

DOMAIN* see definitions below	Score 1	Score 2	Score 3	Score 4
PERFORMANCE	Student does not perform the task with any evidence of skill	Student attempts the task, but there is only minimal evidence of skill	Student performs the task with reasonable skill	Student performs the task with mastery as demonstrated in multiple settings or on multiple occasions
DOMAIN* see definitions below	Score 1	Score 2	Score 3	Score 4
LEVEL OF ASSISTANCE	Following the introduction of the lesson or activity, student performs only with maximum physical assistance (such as hand-over-hand support)	Following the introduction of the lesson or activity, student performs with direct verbal prompting, modeling, gesturing or some physical support	Following the introduction of the lesson or activity, student performs in response to teacher-planned instructional/ social supports (e.g., peers, technology, materials supports)	Following the introduction of the lesson or activity, student performs independently OR student initiates the activity with the use of natural environmental or social supports

RESULTS

The results were calculated using Correlation, Regression and Independent sample t test.

Correlations:

Correlations

		T_P_involvement	T_acad_perf
Total_Parental_involvement	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	102	101
T_academic_performance	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	101	106

** Correlation is significant at the 0.01 level (2-tailed).

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error				Beta	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	-4.208	2.949		-1.427	.157	-10.059	1.642						
T_P_involvement	.274	.024	.751	11.331	.000	.226	.322	.751	.751	.751	1.000	1.000	

a. Dependent Variable: T_acad_perf

The relationship between parental involvement and academic performance was calculated using Pearson correlation coefficient. There was strong positive correlation between the two variables [r=.751 n=101, p<.05]

Regression:

S

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.567	3.25143

a. Predictors: (Constant), T_P_involvement

b. Dependent Variable: T_acad_perf

ANOVA^a

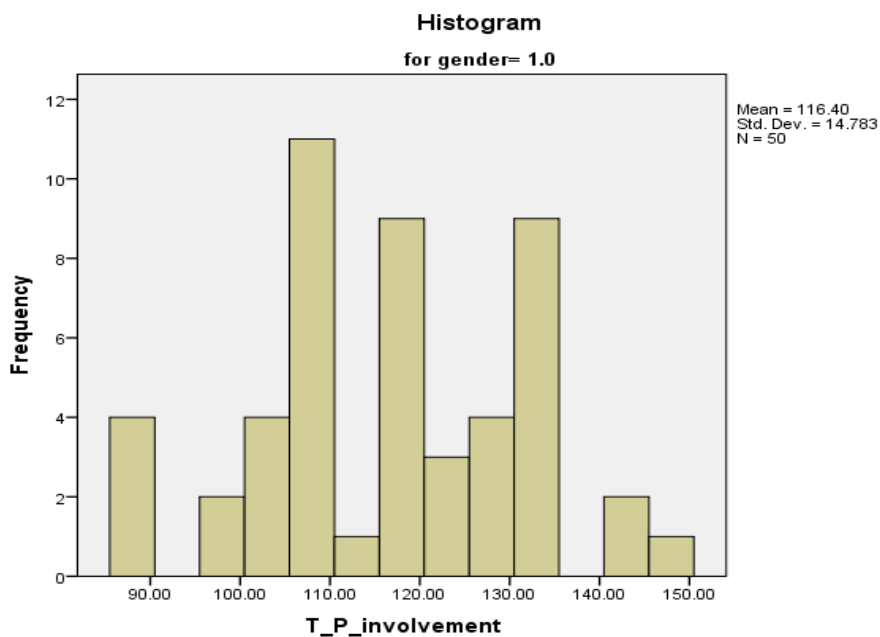
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1361.604	1	1361.604	128.401	.000 ^b
	Residual	1049.825	99	10.604		
	Total	2411.429	100			

a. Dependent Variable: T_acad_perf

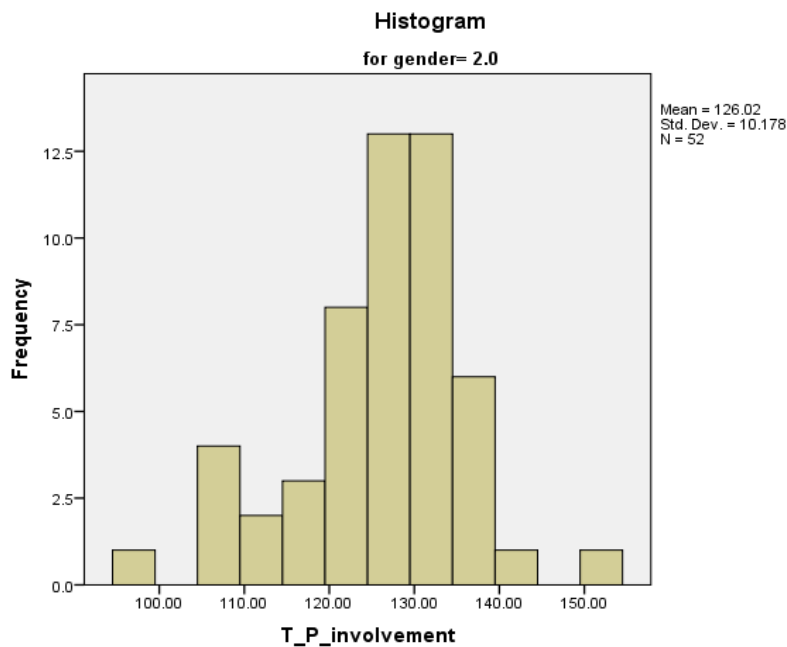
b. Predictors: (Constant), T_P_involvement

Multiple linear regression analysis was used to develop a model for predicting influences of parental involvement and academic performance of their child. The two predictors account for 57.1% of the variance academic performance, F =128.401, p<.05, R²=.571 Both predictors were showing statistically significant predictive beta coefficients.

Histogram:



In the histogram, gender 1.0 represents males and gender 2.0 represents females. We can see that the histogram for males has a lower frequency of around 11 as compared to the frequency of females of more than 12.5. For both males and females the data seems to be normally distributed but males have more variations as compared to females showing greater parental involvement in females.



Independent T Test:

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
T_P_involvement	1.0	50	116.9000	15.11892	2.13814
	2.0	52	126.0192	10.17781	1.41141

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
T_P_involvement	Equal variances assumed	12.840	.001	-3.586	100	.001	-9.11923	2.54295	-14.16437	-4.07409
	Equal variances not assumed			-3.559	85.423	.001	-9.11923	2.56197	-14.21276	-4.02571

An independent-sample t-test was conducted to compare the parental involvement scores for males and females. There was significant difference in scores for males ($M=116.9$, $SD=15.1$ $t(3.586)$) and females [$M=126.01$ $SD=10.1$; $t(3.559)$, $p=.001$].(eta square= 0.11) Since the significance level is .001, we can conclude that there was significant difference in parental involvement between males and female where females had greater parental involvement than males. The eta square is 0.11 showing a large effect.

DISCUSSION

After conducting the research to examine the impact of parental involvement on academic performance, the results demonstrated a strong, positive correlation of .765 between parental involvement and academic performance of their child. Therefore, parents who tend to be more involved in the education of their children can have a positive impact on academic performance. Moreover, results also showed that there were significant differences between the involvement in males and females. Conclusions were also drawn Through eta square of 0.11 symbolizing a large variation in the participation of mothers and fathers. Mothers were more involved in the education of children. In addition, the histogram showed that females' involvement was more normally distributed as compared to males who had greater variations in their involvement. Hence, after evaluating the results, conclusions can be drawn about the hypotheses that were proposed at the beginning of the research. The null hypothesis (H_0), that participation by parents does not promote students academic success was rejected and the alternate hypothesis (H_1), that parents promotes students academic success was accepted. For the second hypothesis, the null hypothesis (H_0) that there was no difference in the participation of mothers and fathers was rejected and the alternate hypothesis (H_1), mothers tend to be more involved than fathers was accepted. After conducting an independent sample t test, results showed that there was significant difference in the parental involvement between mothers and fathers and mothers were more involved than fathers. The results also support the views of many studies that were conducted in the literature review which considered parental involvement as a very significant tool for a better academic performance of children as it leads to greater progress for the child. However, we cannot generalize the results through this research because the sample size used in this research was very small and there was a great tendency that parents might not provide an accurate representation of the academic performance of their child. likewise, we can also not make generalizations through this research because there are various other factors that can contribute to parental involvement as well as academic performance.

Managerial Implications

This research can have several practical usages. Firstly, it can provide knowledge about the benefits of parental involvement so that more parents become engaged in their children's education. Secondly, it will also encourage fathers to take an active role in the education of their children as parents act as a strong support and a great source of motivation for their children. This research is also significant because it will make parents realize of the importance of parental involvement as their children grow older. Giving Independence to children is not as necessary for adolescence as much as the support and motivation by parents can help.

Limitations of the research

One of the biggest limitations of the research was that the sample size was very small. Only 100 parents were included and therefore we cannot make any generalizations from the results. Secondly, there were some outliers in the research for example there were certain questionnaires that were filled by parents who did not belong to the category of grades that I was looking at. Comparison between mothers and fathers was also spurious because mothers and fathers who participated in the research were not parents of the same child.

Recommendations for future researches

Future researches on the effect of parental involvement on academic performance of children can focus on taking a more accurate scale to measure academic performance. Parents generally tend to be bias towards their children so when asking questions on academic performance of their children; they are more likely to present their child in the best possible way. This means that they might have portrayed an inaccurate picture of the child. For example it is possible that parents say that their child poses a great academic performance which in reality might not be true. Therefore, if future researches can take the report cards of children to measure the academic performance, it is more likely to provide a realistic image of the academic performance. Secondly, future researches can also do a gender comparison for example looking at the impact of parental involvement on both girls and boys. In this research I did a comparison of fathers and mothers but they were not necessarily the parents of the same child. So, future researches can take parents of the same child as it will make the comparison between fathers and mothers more accurate and provide a more reasonable measure of parental involvement.

CONCLUSION

Research findings have shown that parental involvement is positively associated with academic performance. This shows parental involvement has a significant Impact on education of a child. Parents provide the motivation and support that children needs to do well in school. Moreover, research findings also show that mothers tend to be more involved than fathers because there is a general perception that mothers are more available for their children as compared to fathers because fathers find it difficult to manage between the home and the workplace. However, there is a slow change in trend and we can now see that both mothers and fathers are now more involved in the education of their children and the home itself. After conducting this research, conclusions about the crucial significance of parental involvement can be made.

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