

Effects Of Parental Involvement On Primary School Students' Academic Performance: A Descriptive Comparative Analysis

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Abstract: A study was conducted to examine parental involvement's effects on primary school students' academic performance. The objectives were; to determine the effects of parental involvement on primary school student's academic performance in District Sheikhpura; to compare academic achievements between girls and boys at the primary level; to find out which type of parental involvement most effect on student's academic achievement. The nature was descriptive comparative study. The study population was enrolled in all public primary schools (girls and boys) in district Sheikhpura. The sample consisted of 800 primary school students (girls and boys). There were 24 public schools in total; of which 400 were girls and 400 were boys' students. Thirty-three students from each school were randomly selected. The 5-point Likert scale was developed. Based on the item analysis, 20 items were selected. The reliability of Cronbach's alpha was measured to be ($r=0.862$). There were six types of parental involvement. Research questions were analyzed using different analytical techniques such as percentages, frequencies, and means, standard deviations, and independent-samples t-tests. A regression analysis of the effect of parental involvement on academic performance showed that the first, second, and sixth categories of parental involvement (parenting, communication, and collaboration) had a significant impact on academic performance. On the other hand, there was no significant effect of parental involvement on third-, fourth-, and fifth-category (volunteering, home-study, and decision-making) on academic performance. The outcome shows that girls perform better in school than boys.

Keywords: Parents' involvement, academic achievement, primary level, comparison.

INTRODUCTION

It's not a new idea that parents should be involved in their children's education, especially in regards to their children's academic success. The importance of parental involvement in their children's education has been studied extensively for several decades. It has been argued that parents have a crucial influence in their children's success in school, which is just as important as the quality of the school and the teachers who work with them.

According to Lee and Bowen (2006), most teachers believe that while parents get concerned

in their children's schools, they can influence their children's learning in positive ways. According to Altschul (2012), parental involvement improves the arbitrage of the relationship between socioeconomic status (SES) and academic performance. According to Anderson, J. (2015), parents' efforts will be assessed by academics, educators, and parents who recognize them as an essential part of the institution's and the kids' success. Jeynes (2007) argued that there is a direct correlation between the amount of parental participation both in and out of the classroom and the range of possible

academic achievements. According to Nyarko (2011), the contribution of parents is that they are involved in schools in the form of a phone call with teachers about the development of the children and the school, and they can also visit the school to participate in "Parents' Teacher Meetings" (PTM). According to Domina (2005) parents who are actively involved in their children's schools through organizations such as the Parent Teacher Association (PTA) and who assist their children with their homework and other school-related responsibilities are more likely to observe their children engaging in positive behavior and achieving academic success. Sheldon (2002) contended that parents' lack of involvement in their children's academic endeavors' is due to the fact that they have more demands placed upon them than they possess resources. Parental participation is a strong predictor of students' social and emotional maturity, stated by Rapp (2012). Parents' ability to provide has been identified by Rygus (2009) as a successful source for humanizing academic achievement.

According to Johnson and Davies (2007), children have a better chance of succeeding in school if their parents are actively involved in seeking out information from the school to help their kids make positive changes to their study habits. They hoped that by doing this, the kids would have a better shot at succeeding in school. Castro, Jeynes et al., (2016) described that many different meta-analyses covering various populations and levels of education have demonstrated that parental involvement has a favorable impact on academic attainment, which has received a great lot of support from international research. Gith (2017) found that parents who have a higher feeling of self-worth are more likely to encourage or take part in their children's schooling. After analyzing a wide literature the researcher finds out that Parents are seen as their children's primary school teachers, and parents can participate in school activities for

their children's better performance, however, there is a lack of research in Pakistan the researcher finds out a research gap of this area which is related with parents' involvement in the district sheikhupura, so that was the reason the researcher conducted the study on parental involvement for improving student performance both in and outside of the school.

LITERATURE REVIEW

A common definition of parental participation has formed as a result of multiple investigations, as reported by Hong and Ho (2005). Studies have described parental participation as when parents take an active role in their children's lives, including monitoring their children's academic and behavioral progress at home and in the classroom and engaging in meaningful dialogue with their children about their schooling. Even if parents and instructors had a relationship, Cutler (2000) said parents' contributions should be addressed when launching a school in the "United States." With time, the idea began to degrade. According to a definition provided by Young, Austin, & Growe (2013), parental hold-up significantly impacts academic performance. The word "parental engagement" covers a wide range of activities, not just those related to assisting with schoolwork or supplying school supplies. It's part of making a better environment at home, in the classroom, and in the world at large. Hill and Taylor (2004) offered a theoretical model of parent association research that identified critical parent participation pathways for student achievement. It's possible that parents will help their child with homework while also tending to their own concerns (Robles, 2011). A child's education requires the joint effort of the family and the school, and they two must work in harmony by mutually supporting one another through the free exchange of ideas and information (Gengler & Olson, 2014).

To paraphrase what Verschuere (2017) has said, academic success is the degree to which a student,

teacher, or institution has attained its immediate or long-term educational objectives. Epstein's methodology presents a broad picture of parental participation. How children learn and grow is characterized by Epstein (1995) in terms of three overlapping realms of influence: (1) the family, (2) the school, and (3) the community. The demands of the pupils can only be met when all three areas work together to their full potential. Epstein (2001) outlined the interplay between (1) family, (2) school, and (3) community as the basis for six types of involvement. There are six distinct styles of parental participation, as stated by Epstein (2002). There are six distinct forms of participation:

1. McNeal (2012) confirmed that a large number of studies are found on parenting relationships towards their basic duration. Primary students need extra help and appropriate time which is connected to learning and growth. **(Parenting)**
2. There are several methods to communicate between home and school, according to Piper (2012), Mail regarding major student activities and behaviors', as well as criticism of how they fared in class, might be forwarded to parents. PTM enables parents and instructors to exchange information about the education and development of the students. **(Communicating)**
3. According to De Pedro (2011), when parents participate in their kids' schools, both academic achievement and extracurricular involvement increase. For their children, parents may choose to take part in any or both sorts of activities. **(Volunteering)**
4. Epstein (2002) further explained that It might seem obvious that schools and families need to work together to educate their children. This connection used to be effortless back when situations were

simpler. Educators and guardians were frequently in close proximity to one another, providing enough opportunities for open communication on each student's development. There was a unified front between educators and parents, and kids knew they were held to the same standards at school as they were at home. **(Learning at home)**

5. Parents' participation, according to Epstein (2002), can help the students to make their own decisions according to their needs and interest level. **(Decision making)**
6. Dampson (2010) parents' good relations with children can help them to participate in other social activities of society and they understand the rules and regulations of society. According to Epstein's (2002) model, parental engagement has a significant impact on their child's academic performance, as indicated by McNeal (2012). **(Collaborating with the community)**

Objectives of the study

The objectives of this study were as follows:

1. To determine the effects of parental involvement on primary school student's academic performance in District Sheikhpura.
2. To compare academic achievements between girls and boys at the primary level.
3. To find out which type of parental involvement most effect on student's academic achievement.

Research questions

The study's research questions were as follows:

1. What are the effects of parental involvement on primary school students' academic performance in District Sheikhpura?

2. What is the comparison of academic achievements between girls and boys at the primary level?
3. Which kind of parental participation has the greatest impact on children's success in school?
4. Is there a correlation between parental participation and academic success?

The research was descriptive comparative study . All primary school students (both boys and girls) in the District of Sheikhpura were included in the study's population.

Sample:

A random sampling technique was used to select students. The final representative sample contained 800 students who were randomly selected from 24 public schools (400 boys and 400 girls).

METHOD AND PROCEDURE

Design:

Table Sample of the research

| Respondents | Schools | Total |
|--------------|---------|------------|
| (Primary | Boys | 400 |
| Students) | Girls | 400 |
| Total | | 800 |

Instrument:

After reviewing the literature extensively, the researcher developed a questionnaire (Five Point Likert Scale) with 20 items for the study. Twenty boys and twenty girls who attended public schools in the district Sheikhpura participated in a pilot test of this tool. Twenty statements were sorted into six categories according to the needs of the analysis. The tool's reliability was assessed using "Cronbach Alpha," the most widely used method, and it was found to be (0.862) percent reliable.

RESULTS AND DISCUSSION

The result was based on collected data; analysis was done along with the interpretation of data. It covers the consistency of the six forms of parental participation (parenting, communicating, volunteering, decision making, learning at home, learning together with the community, and comparing boys' and girls' academic achievements) and the responses of (%) students to these questions.

Table 1 Gender Differences in Academic Performance

| | Females | | Males | | (Independent samples t-test) | | |
|------------------------|---------|------|-------|------|------------------------------|-----|-------|
| | M | SD | M | SD | T | df | P |
| “Academic performance” | 3.24 | 0.91 | 3.00 | 1.02 | 3.66 | 898 | 0.000 |
| “Parenting” | 4.09 | 0.92 | 4.00 | 0.93 | 1.52 | 898 | 0.128 |
| “Communicating” | 3.80 | 0.88 | 3.63 | 0.93 | 2.80 | 898 | 0.005 |
| “Volunteering” | 4.03 | 0.86 | 3.86 | 0.93 | 2.80 | 898 | 0.005 |

| | | | | | | | |
|--------------------|------|------|------|------|------|-----|-------|
| “Learning at Home” | 4.10 | 0.96 | 3.94 | 1.03 | 2.32 | 898 | 0.020 |
| “Decision making” | 4.00 | 0.96 | 3.78 | 0.98 | 3.40 | 898 | 0.001 |
| “Collaborating” | 3.97 | 0.94 | 3.65 | 1.04 | 4.89 | 898 | 0.000 |

The t-test was used to compare the academic achievement scores for boys and girls, and the results are shown in the table. For boys and girls,

the parenting outcomes varied significantly. Girls scored on average more often than guys. Girls' averages were greater than boys' averages.

Table 2 Influence of parental involvement on children's school performance (Regression Analysis)

| | B | SE | B | T | P |
|--------------------|-------|------|-------|--------|------|
| “Constant” | 1.242 | .146 | | 7.960 | .000 |
| “Parenting” | .116 | .040 | .110 | 2.378 | .018 |
| “Communicating” | .224 | .046 | .204 | 4.444 | .000 |
| “Volunteering” | .014 | .059 | .012 | .204 | .840 |
| “Learning at home” | -.050 | .032 | -.048 | -1.143 | .249 |
| “Decision making” | .064 | .036 | .064 | 1.414 | .158 |
| “Collaborating” | .129 | .045 | .133 | 2.948 | .003 |

R²=.164

A regression analysis of the impact of parental participation on academic performance is shown in the table above. The results showed that three types of parental involvement—parenting, communication, and cooperation—

significantly impacted academic achievement. On the other side Volunteering, home learning, and decision-making did not considerably affect school achievement.

Table 3 Relationship between grades and parental participation, as measured by the (Pearson coefficient)

| | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----------------------|------|------|--------|--------|--------|--------|--------|--------|---|
| “Recent class marks” | 3.14 | .970 | - | | | | | | |
| “Parenting” | 4.07 | 0.73 | .302** | - | | | | | |
| “Communicating” | 3.62 | 0.80 | .350** | .541** | - | | | | |
| “Volunteering” | 3.85 | 0.80 | .309** | .707** | .638** | - | | | |
| “Learning at home” | 4.02 | 1.00 | .231** | .629** | .549** | .650** | - | | |
| “Decisions making” | 3.79 | 0.87 | .319** | .594** | .589** | .637** | .471** | - | |
| “Collaborating” | 3.92 | 1.00 | .344** | .505** | .581** | .602** | .463** | .650** | - |

**p<.01

The Pearson coefficient of relationship between grades and parental engagement is displayed in the table. Class grades and the degree of parental involvement had a favorable, modestly

significant association. Class performance and parental decision-making behavior had a marginally significant positive connection (r=0.318, p0. 01).

Table 4 Parents' involvements (statistics Summary)

| | Min. | Max. | Mean | SD | Skewness | Kurtosis |
|--|------|------|------|----|----------|----------|
|--|------|------|------|----|----------|----------|

| | | | | | | |
|--------------------|---|---|------|------|-------|-------|
| “Parenting” | 1 | 5 | 4.05 | 0.93 | -1.02 | 0.27 |
| “Communicating” | 1 | 5 | 3.72 | 0.90 | -0.74 | -0.09 |
| “Volunteering” | 1 | 5 | 3.95 | 0.90 | -0.98 | 0.33 |
| “Learning at home” | 1 | 5 | 4.02 | 1.00 | -1.12 | 0.65 |
| “Decision making” | 1 | 5 | 3.89 | 0.97 | -0.77 | -0.24 |
| “Collaborating” | 1 | 5 | 3.82 | 1.00 | -0.71 | -0.53 |

The table shows that there were six types of parental involvement. However, some types had a greater impact on academic achievement than others. The results showed the types of parental involvement in parenting, home learning, volunteering, and decision-making ($M = 3.82$, $SD = 1.00$).) had the highest level of engagement and the least impact on communication ($M = 3.72$, $SD = 0.90$).

CONCLUSIONS

The statistical investigation and research findings were used to draw the ensuring conclusions. This study looked at the major impact that parental participation has significant effects on primary school pupils' academic performance. Positive correlations were found between parental participation and academic success. Six categories of parental involvement—parenting, talking, volunteering, at-home learning, making decisions, and working with the community—were associated with positive, moderate, significant relationships between boys and girls. When comparing the first and fourth types of parenting and academic success, the first kind of parenting was determined to be the more reliable. The findings of this study show that parental participation of all kinds is crucial to students' success in school. Students whose parents were actively involved in both their academic and extracurricular activities at school and at home outperformed those whose parents were less committed in their children's schooling.

RECOMMENDATION

The following suggestions are provided; Parental participation in both school and home-based

activities benefits children academically. The Teachers and administrators at schools should do more to involve parents in their children's education by highlighting the achievements of kids whose families are actively involved in their education. The school administration should continue programmers like PTM, which are designed to get parents, involved in their children's education and should be mandatory for all parents, and it should also consider giving students grades that reflect their parents' level of school involvement. The Future researchers conduct research on parental participation by using mixed method research and also conduct interviews with parents to get insights into this phenomenon.

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