

PARENTAL INVOLVEMENT AND ITS IMPACT ON THE ACADEMIC PERFORMANCE OF ELEMENTARY GRADES CHILDREN

Asiya Shoukat¹

Abstract

Parents have basic part to play in the life of a child. The involvement of a parent on a child decides the future of such child. Parental involvement and family-school cooperation are considered among the best technique in education systems. At the point when schools cooperate with families to help learning; children have a tendency to succeed in schools as well as all through life. Hence the purpose of this study is to investigate the impact of parental involvement on the academic performance of elementary grades children. Sixty five parents and six school principals make up the study's sample. The mix method approach was used to collect data. The research instrument used in this study was questionnaire. Data was gathered through two questionnaires. The findings reveal that parents and principals are positively encouraging the concept of parental engagement and they want this concept to be more generalized. The findings disclose that 63% parents agreed that by involving in their child studies they make a significant difference in their child's school performance.

Keywords: Parental Involvement, Impact, Academic Performance, Elementary Grade, Children.

Background

Parental involvement is not a new concept but has evolved (Rahman, 2001). The idea of parental involvement in student's achievement is naturally accepted in general (Sheldon, 2003). However; the debate still continues that whether or not parental involvement in education has beneficial effects on children's achievement (Epstein, 2001).

The limited amount of research which has focused on parental preferences for the various forms of involvement has generally found that most parents prefer communication with teachers to be frequent and informal. Therefore, it is essential for educational institutions to be able to offer families a range of communication. There are five main methods for developing and maintaining two-way communication between parents and teachers. (Garry Hornby, 2005).

¹MS student, Department of Education, SMI University, Karachi.

The past researches have demonstrated that parent's involvement extensively contributes, through different ways to improve students outcome related to school achievement. Parental involvement plays a vital role in child success in school learning. The part that parents participate in the educational achievements of their children has long been thought to be a centrally important one.

The earlier in a child's education parent involvement begins, the more powerful the effects (Cotton and Wikelund, 2001). Parents are the educators until the child goes to an early years setting or begins school. They remain a significant impact on their children's education all through school and frequently into their adulthood. School and folks each one has significant parts to play. Inquiry about the impacts of Parental inclusion reliably demonstrates a positive relationship between parent's engagement in their child's training and student's conclusion (Patricia Green Powell, 2013). Concurring the examination led by Michigan Department of Education (2002) School age children use 70% of their waking hours (counting weekends and occasions) outside of school.

Research demonstrates that Parental association in their children's learning decidedly impacts the child's academic performance (Fan & Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999), prompting higher academic accomplishment, more noteworthy cognitive capability, more noteworthy critical thinking aptitudes, more prominent school satisfaction, better school participation, and less behavioral issues at school (Melhuish, Sylva, Sammons et al., 2001). Comparable effects have likewise been related to respect to reading proficiency practices.

All the previous studies highlighted parental role however this study will highlight the same for elementary grade children.

Methodology

Research Method

A quantitative approach was adopted to investigate the effectiveness of the parental involvement in their student's life.

Population

All the elementary schools of Karachi are the universe of this study.

Sampling

In this study the convenience sampling is used for collecting data from the participants.

For the study, sampling size $n=71$ will be gained.

Research Instrument

The designed questionnaire will be used as a research instrument for collecting the data.

Ethical Consideration

To maintain research ethics, the institutions and respondents were informed about the research. Consent letter was signed by the respondent.

Analysis

Table 1: Distribution of Respondents on the basis of Q1

S.N	I attend parent workshops or training offered by my child's school	No. of Participants	Percentage
1	Agree	46	71
2	Don't know	11	17
3	Disagree	8	12
	Total	65	100

The above table indicated that 71% respondents agreed to the statement whereas 12% disagreed to the statement.

Table 2: Distribution of Respondents on the basis of Q2

S.N	I participate in planning school trips for my child	No. of Participants	Percentage
1	Agree	43	66
2	Don't know	7	11
3	Disagree	15	23
	Total	65	100

The above table showed that 66% respondents agreed to the statement whereas 23% disagreed to the statement.

Table 3: Distribution of Respondents on the basis of Q4

S.N	I participate in fundraising activities at my child's school	No. of Participants	Percentage
1	Agree	41	63
2	Don't know	16	24
3	Disagree	8	12
	Total	65	100

The above table demonstrated that 63% respondents agreed to the statement whereas 12% disagreed to the statement.

Table 4: Distribution of Respondents on the basis of Q6

S.N	I talk with other parents about school meetings and events	No. of Participants	Percentage
1	Agree	50	77
2	Don't know	6	09
3	Disagree	9	14
	Total	65	100

The above table represented that 77% respondents agreed to the statement whereas 14% disagreed to the statement.

Table 5: Distribution of Respondents on the basis of Q7

S.N	I talk with people at my child's school about training or career development opportunities for myself	No. of Participants	Percentage
1	Agree	36	55
2	Don't know	14	22
3	Disagree	15	23
	Total	65	100

The above table stated that 55% respondents agreed to the statement whereas 23% disagreed to the statement.

Table 6: Distribution of Respondents on the basis of Q8

S.N	I meet with other parents from my child's classroom outside of school	No. of Participants	Percentage
1	Agree	29	45
2	Don't know	11	17
3	Disagree	25	38
	Total	65	100

As demonstrated by the table 45% respondents agreed to the statement while 38% disagreed to the statement.

Table 7: Distribution of Respondents on the basis of Q9

S.N	I review my child's school work	No. of Participants	Percentage
1	Agree	61	94
2	Don't know	1	01
3	Disagree	3	05
	Total	65	100

The table above showed that 94% respondents agreed while 05% disagreed to the statement.

Table 8: Distribution of Respondents on the basis of Q13

S.N	I talk about my child's learning efforts in front of relatives and friends	No. of Participants	Percentage
1	Agree	49	75
2	Don't know	10	15
3	Disagree	6	09
	Total	65	100

The above table revealed that 75% agreed to the statement whereas 09% respondents disagreed to the statement.

Table 9: Distribution of Respondents on the basis of Q14

S.N	I bring home learning materials for my child (tapes, videos, books)	No. of Participants	Percentage
1	Agree	49	75
2	Don't know	11	17
3	Disagree	5	08
	Total	65	100

The above table described that 75% agreed to the statement while as 08% respondents disagreed to the statement.

Table 10: Distribution of Respondents on the basis of Q16

S.N	I spend time with my child working on reading/writing skills	No. of Participants	Percentage
1	Agree	55	85
2	Don't know	4	06
3	Disagree	6	09
	Total	65	100

The above table stated that 85% respondents agreed to the statement while 09% respondents disagreed to the statement.

Table 11: Distribution of Respondents on the basis of Q29

S.N	I feel successful about my efforts to help my child learn	No. of Participants	Percentage
1	Agree	55	84
2	Don't know	5	08
3	Disagree	5	08
	Total	65	100

The table presented above showed that 84% respondents agreed to the statement at the same time 08% disagreed to the statement.

Findings

- Parents Attended workshops.

- Reviewed the child's school work.
- Spend time with their child working on reading/writing and number skills.
- They talked about their child's efforts in front of friends and relatives.
- Brought home learning material.
- Planned school trips for their children.
- Participated in fundraising activities.
- They were satisfied with their efforts to their children.
- Met with other parents from their child's classroom outside of school.
- Talked with other parents about school meetings and events
- Talked with people at my child's school about training for myself.

Recommendations

- Parents should take interest in their child school life and in school activities.
- Parent should understand the importance of parental involvement and schools should involve parents in their school activities.
- Schools should inculcate modern means for communicating parents they should not stick to the meetings only.

References

- Rahman. Jane L.(2001). The Effects of Parent Involvement on Student Success
- Sheldon, S., and Epstein, J. (2001) Focus on math achievement: effects of family and community involvement. Paper presented to the Annual Meeting of the American Sociological Association, Anaheim CA
- Bugwadia.G.(2011). How Parental Involvement can Boost Children's Education. Retrieved from <http://www.mybrightchild.com/how-parental-involvement-can-boost-children%E2%80%99s-education/>
- Cotton, K., Wikelund, K. (2001) School Improvement Research Series. In Parent Involvement in Education. Northwest Regional Educational Laboratory
- Fan, X. (2001). Parental Involvement and Students' Academic Achievement: A Growth
- Khan, R.M. & Malik, K. (1999). Effectiveness of Parents' involvement in reading, child's overt behavior at home, mothers' educational level on children's reading comprehension. Journal of Elementary Education. Institution of Education and Research, Punjab University, Lahore
- Michigan Department of Education. (2002).What Research Says about Parent Involvement in Children's Education In Relation To Academic Achievement. Michigan Department of Education
- Fan, X., & Chen, M. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. Educational Psychology Review, 13(1).
- Hornby ,G. (2011). Parental Involvement in Childhood Education Building Effective School-Family Partnerships. Newyork; London: Springer
- Hornby ,G. (2005).Improving Parental Involvement. Norfolk; Biddies Ltd, King's Lynn