

The Impact of Parental Involvement on Children's Education

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Abstract

The main purpose of this study was to explore the impact of parental involvement on children's education. For student learning not only teachers are responsible, but their parents as well, this research aimed at exploring aspects of children's education and development in relation to parental involvement. Two questionnaires were used for gathering data from the field from parents and students. Findings suggest that parental involvement is beneficial and effective in bringing out children potentialities. The findings also show that parents do not directly involve themselves in the teaching-learning process. They expect the teachers to develop children from every aspect. Parents have an equal share in the overall development of children.

Keywords: Parental Involvement, Children, Education, Peshawar

Introduction

The study reaches all horizons as it not only defines what parental involvement is but also describes how people of different background perceive parental involvement (Gibbs, 2002). In Pakistan, during the 1970s the Government nationalized all private schools restricting the growth of this sector but after 20 years private sector initiative in the area regarding education re-emerged all over the country. Pakistan public schools are overcrowded and have little financial support. It caused the revival of private schools. Private schools are on business strategy and heavy fee structure so the parents are burdened with expenses in order to ensure quality education. The conclusion arises that private sector is better able to educate all students who are readily equipped for further studies with co-operation of parents.

According to Desforges (2003), parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, participation in the work of the school, and participation in school governance.

Many studies have shown that positive parental involvement with schools is one of the prerequisites of effective schooling, and that co-operation between school and home can raise educational achievement. However, parents who lack confidence in their own

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abilities are unwilling to help their children with schoolwork and require considerable guidance if they are to do so.

A little effort on parent's part enables the students to become better customers as individuals when they grow up. With interest from the parents, children learn more from their surrounding environment and are better accustomed to cultural and social changes. Many parents face barriers when they attempt to involve themselves in the education of their children because of factors such as work schedules, transportation, and lack of time (Martila and Kiley, 1995). Barriers to parental involvement include the language barrier and/or the inability to function effectively in English, discomfort levels with an unfamiliar and intimidating education system and a perception that they are not wanted (Chavkin, 1989). Additionally, parents may have difficulty in helping their children with homework if they do not know the mainstream language, curriculum, and/or expectations of the school system. Parents may also struggle when trying to communicate with school personnel.

Students need support from parents to ensure they reach their full potential. Parental involvement takes three routes (Williams, Williams, and Ullman, 2002)

- Providing information to parents.
- Giving parents a more effective voice.
- Encouraging families to learn together.

The aims of the review were to investigate the impact of parental support on students learning, family learning (i.e. as a parent Govern, reading to children, encouragement and help with homework) on student learning and parents level of education. As far as possible, the sample in this survey is going to be a representative sample of household containing children of primary and secondary school age (5-16) and, within each of these, one parent was randomly selected to take part in the interview

Objectives

1. To estimate the level of parental involvement in children education;
2. To find out how parental involvement can help towards progress of their children in primary and secondary education;
3. To find parental involvement in children homework help in developing their study habit and interest and motivation;

Methodology

As a descriptive study, the study used questionnaires to obtain data from the field. Two questionnaires were used for gathering data from the participants; one was administered to parents while the other was used for gathering data from students. The questionnaires were designed keeping the goal and objectives of the study. The items were simple, self-explanatory and easy to follow. Some items were included in order to enable the respondents to express their opinions openly.

Sample

The sample consisted of 100 respondents, 50 were parents and 50 were students. The upper class and the upper middle class were the main respondents. The private schools from where the students were randomly selected to fill the questionnaires included, Beacon house School System City School, Peshawar Grammar school, Peshawar Model School.

Procedure

Parents were asked to fill out questionnaires regarding their involvement in their child's education, in order to study their involvement level and their child's performance. The parents who were asked to fill out the questionnaires had one or more of their children in kindergarten, primary or secondary level. The children of the same parents were then asked to fill out the student questionnaire. The study revolved around parent involvement, support, and encouragement and student achievement.

The questionnaires were designed to measure parental involvement and their relative achievement through their efforts on their children. For each question, the relationship was found between that question and gender, and between that question and level of education for the students. For example, male students agree more than the female students that they ask for help when stuck with homework and their parents like it when they tell them about what goes on in school. However, more female students agree that their parents teach them to ask questions, and also to keep trying when stuck with work. Similarly, children in kindergarten agree that they ask for help from parents encourage them to talk to the teachers if they have any problems. In the end, very few students would disagree that parental help makes them achieve better grades.

Similarly, a separate relationship was established between each question and Gender, number of children, grade of child, age, involvement level an indicator of how the child is getting on in school, for questionnaires distributed among the parents. For example mostly parents between the ages of 30 to 40 agree that they help their children with school. The mothers are more involved with their child's education than the fathers. Parents are highly involved in their child's basic kindergarten education. Almost all of the parents involved in their child's education agree that result and comments from teachers are important indicators of their child's performance.

Data Analysis

The focus of data analysis is on reducing and describing large volumes of data to produce information that is useful and meaningful for discussion and interpretation. Following are the analysis of data presented in the form of tables and graphs.

Parental Responses

Table 1 Percentages with Respect to the Child's Level of Education

Level of Education	Frequency	Percentage
Kindergarten	20	40%
Primary	14	28%
Secondary	16	32%
Total	50	100%

The Table above presents frequency and percentage of the parents who had their child in the kindergarten, primary or the secondary schools.

Table 2 Percentage with Respect to the Results and PT Meetings

	Frequency	Percentage
Results	10	20%
Results and comments from teachers at PT meetings	36	72%
Comments from teachers at PT meetings	3	6%
4.00	1	2%
Total	50	100%

The above Table gives percentages of the parents that agree whether results, results and PT meetings, only PT meetings are important for them in order to judge their child's performance at school.

Table 3 Cross Tabulation of Feeling Successful about the Parental Effort with Respect to Indicator of Child Performance

Feels successful about my efforts to help						
Indicators of child's performance	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Result		2	2	5	1	10
Results and comments from teachers at PT meetings	13	14	7	2		36
Comments from teachers at PT meetings	1		2			3
4.00				1		1
Total	14	16	11	8	1	50

The above Table shows that the highest level of agreement that parents feel successful about their efforts to help depends upon the results of the child as well as the comments from the teachers at the PT meetings. Few parents feel results only prove to be a good indicator of the child's performance.

Table 4 Cross Tabulation of Responsibility to Communicate with the Teachers with Respect to the Indicator of the Child's Performance

Communication with teachers						
Indicators of child's performance		Strongly agree	Agree	Not decided	Disagree	Total
Results		2	1	2	5	10
Results and comments from teachers at PT meetings		14	13	3	6	36
Comments from teachers at PT meetings		1	1	1		3
	4.00				1	1
Total		17	15	6	12	50

The above Table shows that parents who agree that results and comments from teachers are important indicators of a child's performance also believe that it is their responsibility to communicate with the teachers. Parents, who disagree, do not believe it is their responsibility to communicate with their child's teacher.

Table 5 Cross Tabulation of Responsibility to Help with Homework with Respect to the Indicator of the Child Performance.

Responsibility to help with homework							
Indicators of Child's performance		Strongly Agree	Agree	Not decided	Disagree	Strongly disagree	Total
Results		2	3	4	1		10
Results and comments from teachers at PT meetings		17	11	4	3	1	36
Comments from teachers at PT teaching meetings			1	1	1		3
	4.00					1	1
Total		19	15	9	5	2	50

The above Table depicts that the highest level of agreement is among the parents who believe results and comments from teachers are important indicators of a child's performance. The lowest level of agreement that it is their responsibility to help with their child's homework is among the parents who believe, only comments from teachers is an important indicator of their child's performance.

Table 6 Cross Tabulation of the Knowledge about the Children Subject with Respect to the Indicator of the Children Performance.

Knowledge about the children subject						
Indicators of child's performance	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Results	1	6	3			10
Results and comments from teachers at PT meetings	20	10	1	4	1	36
Comments from teachers at PT meetings	1	1		1		3
4.00					1	1
Total	22	17	4	5	2	50

The Table above illustrates that the highest level of agreement is among the parents who believe results and comments from teachers are important indicators the lowest level of agreement that they have knowledge about their child's subject is among the parents who believe only comments from teachers are important indicators.

Table 7 Cross Tabulation of Having Enough Time and Energy to Communicate with Teachers with Respect to the Indicator of the Child's Performance

Enough time and energy to communicate with teachers						
Indicator of child's performance	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Result	3	1	4	2		10
Results and comments from teachers at PT meetings	14	11	3	8		36
Comments from teachers at PT meetings		2	1			3
4.00		1				1
Total	17	15	8	10		50

The data in the above Table suggests that the highest level of agreement is among the parents who believe results and comments from teachers are important indicators. Lowest level of agreement that they have enough time and energy to communicate with their child's teachers is among the parents who believe only comments are important indicators of their child's performance.

Table 8 Cross Tabulation of Encouraging Child in Doing Schoolwork with Respect to the Indicator of Children Performance

Encourage child in doing schoolwork						
Indicator of the children performance	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Result	2	3	4	1		10
Result and comments from teachers at PT meeting	12	14	6	4		36
Comments from teachers at PT meetings		1		1	1	3
4.00		1				1
Total	14	19	10	6	1	50

The above Table shows that the highest level of agreement is among the parents who believe results and comments from teachers are important indicators of a child's performance.

Table 9 Cross Tabulation of Teaching How to Get Along with Others with Respect to the Indicator of the Children Performance

Teach how to get along with others						
Indicator of child's performance	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Result	4	1	3	2		10
Results and comments from teachers at PT meetings	13	14	6	2	1	36
Comments from teachers	1		1	1		3
4.00		1				1
Total	18	16	10	5	1	50

The above table shows that the highest level of agreement that teach their children how to get along with others is among the parents who believe that results and comments from teachers are important indicators of a child's performance.

Table 10 Cross Tabulation of Teaching to Follow Teachers Direction with Respect to the Indicator of the Children Performance

Teach how to follow teacher's directions						
Indicator of child's performance	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Results	4	1	2	3		10
Results and comments from teachers at PT meetings	14	16	6			36
Comments from teachers at PT meetings	1	1		1		3
4.00				1		5
Total	19	18	8	5		50

The above Table indicates that the highest level of agreement that they teach their children to follow the teachers directions is among the parents who believe results and comments from teachers are important indicators of a child's performance.

Children's Responses

Table 11 Number of Student Respondents from Various Levels of Education

Level of Education	Frequency	Percent
Kindergarten	9	18%
Primary	13	26%
Secondary	28	56%
Total	50	100%

The above Table shows the status of the students with respect to their qualification

Table 12 Cross Tabulation of Parental Help with Respect to Education Level

Parental Help						
Education Level	Strongly Agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	8	1	0	0	0	9
Primary	5	5	2	1	0	13
Secondary	7	5	1	8	7	28
Total	20	11	3	9	7	50

The above Table suggests that the kindergarten and the primary students as well as the secondary students agree that they ask for parental help; however a larger number of secondary students also disagree that they do not ask for parental help.

Table 13 Cross Tabulation of Parental Teachings to Ask Questions

Qualification	Strongly Agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	6	3	0	0	0	9
Primary	2	3	2	4	2	13
Secondary	3	8	9	3	5	28
Total	11	14	11	7	7	50

The above Table illustrates that kindergarten students agree that their parents teach them to ask questions. The primary students also agree however a large number of secondary school students disagree that their parents do not teach them to ask questions to the teachers when they have problem.

Table 14 Cross tabulation of parental teaching to talk with teachers with respect to qualification

Teaches to talk with the teacher						
Qualification	Strongly Agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	3	4	2	0		9
Primary	3	4	2	0	4	13
Secondary	9	6	4	5	4	28
Total	15	14	8	5	8	50

The above Table indicates that the secondary school students agree and strongly agree that their parents teach them to talk to the teachers when they have any problem. However, the level of agreement between the primary and kindergarten school students is quite low.

Table 15 Cross tabulation of parental teaching to keep trying when stuck with respect to qualification

Teaches to keep trying when stuck						
Qualification	Strongly Agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	4	3	1	1	0	9
Primary	3	3	4	2	1	13
Secondary	5	5	5	9	4	28
Total	12	11	10	12	5	50

The above Table shows that all the students agree that their parents teach them to keep trying when they are stuck, however larger of secondary school students also disagree that their parents teach them to keep trying when stuck with work.

Table 16 Cross tabulation of parent liking when students find new ways to do their work with respect to qualification

Likes when I find new ways to do work						
Qualification	Strongly Agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	0	3	3	2	1	9
Primary	2	4	3	3	1	13
Secondary	6	7	4	6	5	28
Total	8	14	10	11	7	50

The above Table illustrates that the kindergarten students disagree that their parents like it when they find new ways to do their homework. The level of agreement is higher among the primary school students. The level of agreement is also highest among the secondary school students.

Table 17 Cross tabulation of parental encouragement to develop interest in school work with respect to qualification

Encourages developing interest in schoolwork						
Qualification	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	2	2	3	1	1	9
Primary	5	4	2	2	0	13
Secondary	5	9	7	4	3	28
Total	12	15	12	7	4	50

The data in the above Table suggests that overall the students agree that their parents encourage them to develop interest in their schoolwork.

Table 18 Cross tabulation of parental encouragement when students do not feel like doing their work respect to qualification

Encourages when I don't feel like doing schoolwork						
Qualification	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	4	4	0	1	0	9
Primary	5	4	3	0	1	13
Secondary	3	5	8	5	7	28
Total	12	13	11	6	8	50

The above table shows that more primary students agree than the others. The agreement level is generally high among all the students. The disagreement level is highest among the secondary school students

Table 19 Cross tabulation of parental encouragement to follow teachers' directions with respect to qualification

Encourages following teachers directions						
Qualification	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	4	5	0	0	0	9
Primary	3	5	3	1	1	13
Secondary	4	6	5	7	6	28
Total	11	16	8	8	7	50

The above Table indicates that the primary and the kindergarten students generally agree that their parents encourage them to follow teachers, directions. The disagreement level is quite high though among the secondary school students.

Table 20 Cross tabulation of parental help to achieve better grades with respect to qualification

Parental help gets me better grades						
Qualification	Strongly agree	Agree	Not decided	Disagree	Strongly disagree	Total
Kindergarten	7	1	1	0	0	9
Primary	6	4	2	1	0	13
Secondary	3	7	9	7	2	28
Total	16	12	12	8	2	50

The above Table shows that all the students generally agree that their parents help them to achieve better grades. The disagreement level is quite high among the secondary school students, though.

Conclusion

This study revealed that the presence of highly significant connections between parental involvement, parental support, parental encouragement and student performance. Parental involvement in basic education of a child acts as a prerequisite on the route to higher business education. The importance of high quality learning environments, qualified teachers and parent engagement generated by the private schools with early care and education programs are all critical factors in enhancing young children's early experiences and their subsequent educational outcomes. Although, the private schools used education as a medium of business, the outcome is generally of a high quality. With the global changes, the instruction medium in Pakistan is changing as well. As it is seen, the parents in this regard also want their children to be high achievers at the international level irrespective of the expenses that they have to make in their child's education. The parents are also engaging themselves in this business, by investing in their child for the long-term purpose. As any child learns how to read and write at the basic educational level, if the basic concepts are strong enough with help generated by the parents, the

student is better equipped for higher business education. Especially in case of globalization, private schools and parental involvement play a vital role.

The study revealed that there is a strong connection between the efforts generated by mothers and student performance. Mothers are highly involved in their child's education with respect to teaching and encouraging them in doing schoolwork and interacting with others. Similarly, there is also a strong connection between the age of parents and students performance. The study reveals the highest level of parental involvement is at the kindergarten stage. Parents appear to be moderately involved at the primary and secondary stage. There appears to be a strong relationship between parental involvement and the indicators with which parents judge their child's performance. With the exception of very few parents, most parents rely on both results and comments from teachers at the PT meeting to judge how their child is doing in school.

Recommendations

At the secondary level, what parents do at the home seems to have the greatest impact. Key strategies to follow at the secondary level are limiting recreational TV viewing and emphasizing the completion of homework assignments. Parents indicate the male students strongly lack in receiving revealed that more mothers are involved in the education of their child as compare to the fathers. If fathers take more interest in their child's education specially a male child, the child's performance would increase considerably. The school should arrange enough activities that ensure interaction between the teachers and parents and should encourage children in interacting with their parents on regular basis.

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