

Relationship between Parental Involvement and Students' Performance in Secondary Schools

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Abstract

The study was an intention to find out the correlation between students' performance and parental involvement at secondary level. The population includes all the public sector secondary schools in district Faisalabad. Fifty schools were selected randomly. Data were collected from parents of the 9th class students with the help of questionnaire Parental Involvement Inventory [PII]. The six factors of PII were also correlated with the academic performance of students. The performance of students was taken from the results of the 9th class. Data were analyzed by applying Pearson r. The results revealed that there was strong positive and significant relationship between parental involvement and academic performance of students. All the indicators were also positive and strongly correlated with the academic performance. It was evident that the parents of female students had strong association with their studies as compared with parents of male students. In the same way, parents of urban areas and science students had great influence on the progress of their students as compared with parents of rural and arts students.

Key words: parental involvement, academic performance

Introduction

During the last few decades Parental involvement [PI] has grown a vast consideration of practitioners and researchers due to its positive association with students' educational achievement (Grayson, 2013; Heitin, 2012). According to Darmody and Smyth (2010), better parent-teacher relationship increases self-perception and satisfaction among teachers. The involvement of parents in schools gives them opportunity to monitor and observe school activities and cooperate with teachers to stimulate and inspire students' behavior to complete homework assignments (Isaiah, 2013).

Parents are responsible for the better future of their children. With the passage of time child learns listening, speaking, reading, and writing (Oludipe, 2009). The involvement of parents has impact on child's development and growth (Sheldon, 2003). (Pavalache-Ilie and Tirdia (2015); Fan and Chen (2001) have investigated a significant association with students' academic performance.

Parental involvement is defined as resources, strategies, actions that parents use to develop social and academic orientation among students (Hatos, 2004). The effective strategies that parents use are parental support, collaboration, and interaction with society (Epstein, 2004).

According to Epstein, Sanders, Simon, Salinas, Jansorn and Voorhis (2002) children's education needs positive role of parents to play. According to U.S. Department of Education (2001), parental involvement has two-way and expressive communication concerning academic culture with school activities.

Family members support their children socially, culturally, and emotionally that facilitate academic work (Deplanty, Coulter-Kern and Duchane, 2007). An inspiring educational environment fulfills students' needs and promotes learning outcomes. On the opposite side, low motivating environment leads to failure.

Children want to realize their performance in school (Deplanty, Coulter-Kern & Duchane, 2007). Positive encouragement leads to better performance while negative inspiration will result in academic deterioration (Brock, Nishida, Chiong, Grimm, & Kaufman, 2008; Burger, 1997; Chaturved, 2009; Chen, 2005; Das Swarnlata, 1996). While investigating the factors that control and effect parents' involvement, Hoover-Dempsey and Sandler (1997) found that parental help, effectiveness beliefs, positive climate of school, capabilities, motivation of parent, learning level, socio-economic indicators are important for improvement.

School is the place where children's attitudes, interests, and habits are developed. Different factors like student teacher relationship, protection, and the parent- teachers' interaction in school. According to Fishel and Ramirez (2005) Parental Involvement [PI] is the support of parents in their kids' education with the willpower of ratifying their studies. PI is known among investigators, legislators, and instructors. Many researchers like Walker, Hoover- Dempsey, Whetsel, and Green (2004) explored that academic performance and attention in learning happen when parents feel the responsibility of education for their children. In the beginning of the school years, parents support their children, complete homework assignments, discuss their academic progress and school activities (Albritton, et al., 2003; Epstein, 2004; Henderson & Mapp, 2002);

De Fraja and Oliveira, et al. (2010) determined that strong association between students' performance and parents' determination towards education. The better progress of students is the result of hard work of parents and helping them. Social factors are responsible for education. Children belong to better socioeconomic background are not more hardworking than those belong to less advantaged background. According to Shaver and Walls (1998) the involvement of parents in activities is the most influential element in the students learning and motivation.

The study of Caspe, Lopez, and Wolos (2007) revealed that children in elementary classes experience imperative progressive alterations like environmental adaptation, logical reasoning, and positive manners. The social understanding developed at this level and children improve their knowledge through relations with peers, teachers, and families. Barnard (2004) assumed that after elementary level, students become more autonomous and broaden their relationship with community, teachers, and peers. They develop different types of skills.

Research studies reveal that with the positive interaction of families and school administration, the learners learn with more enthusiasm (Miedel & Reynolds, 2000). At national level, Parental Involvement with academic performance of students was strongly felt. Majority of studies emphasized on effect of socio economic status on achievement De Fraja, et al. (2010). When parents help in reading assignments of students, they feel satisfaction and motivation to complete the assignment (Adunyarittigun, 1997).

A small number of studies explored the cause and effect relationship of Parental Involvement with schooling. Thus, the current study was undertaken to quantify and strength of correlation between two variables. Various aspects are associated with parents' involvement and motivation (Gonzalez, Willems, & Doan-Holbein, 2005). In parental involvement, the students learn more with concentration and attention and feel themselves more competent and scholars (Izzo, et al., 1999; Trusty & Lampe, 1997).

Objectives of the Study

The study carried out under following objectives:

1. To examine the correlation between parental involvement and students' academic performance.
2. To explore correlation between parental involvement and students' achievement.

3. To find out correlation between parental involvement indicators with academic performance of students on the basis of demographic variables.

Hypotheses

Following hypotheses were designed to achieve the required objectives:

Ho₁: There is no significant relation between the indicators of parental involvement with academic performance of students with respect to demographic variables.

Ho₂: There is no significant correlation between overall parental involvement and academic performance of students with respect to demographic variables.

Methodology

Design of the study

It is descriptive study. Data were collected with the help of questionnaire using survey.

Population and Sample of the Study

The target population of the study comprised all the students enrolled in 9th class academic year 2017-18 in the public sector secondary schools in District Faisalabad. Fifty schools were selected randomly. Among them sixteen urban and sixteen rural areas schools were selected by giving equal representation. They were further sub divided into eight boy and eight girl's schools. There were 60 arts and 70 science students selected from 8 urban boys' secondary schools. In the same ration girls' secondary schools were selected from these areas. An average of 16 students was approached from each school.

Data collection

Data were collected with the help of Parental Involvement Inventory (PII). Self-developed instrument was used with 40 items in total. They were further subdivided into six sub factors, Parents' self-efficacy, extracurricular activities, Parents role, Parents support, School environment, Parents teachers meeting. The instrument was pilot tested. The validity of the instrument was verified through three experts in the field of education. The reliability was calculated on 100 parents. The Cronbach Alpha was computed .813 that was sufficient for research study. The questionnaires were distributed to students so that they may fill them by their parents. The academic performance was taken the annual 9th class result.

Data Analysis

The study was correlational. Pearson r, frequency, mean and standard deviation were applied to collect the demographic information of the respondents.

Table 1. Frequency and Mean Achievement Score of Students

Respondents	N	Mean Achievement Score	SD
Male	260	58	6.243
Female	260	64	8.641
Science	280	68	4.538
Arts	240	60	11.379
Rural	230	56	10.293
Urban	290	66	7.762

N=520

Table 1 revealed that mean achievement scores of female students, science students, and urban areas students were high as compared with male students, arts students, and rural areas students.

Ho₁: There is no significant relation between the indicators of parental involvement with academic performance of students' demographic variables.

Table 2 Relationship between Parental Involvement Indicators with Academic Performance

Variables	Parents' self-efficacy	Extracurricular activities	Parents role	Parental support	School involvement	PTM
Male	.492**	.517**	.482**	.545**	.605**	.627**
Female	.540**	.621**	.510**	.605**	.617**	.524**
Urban	.597**	.627**	.540**	.486**	.500**	.687**
Rural	.288**	.409**	.530**	.566**	.412**	.590**
Science	.502**	.573**	.045**	.701**	.514**	.712**
Arts	.322**	.328**	.063**	.737**	.472**	.624**

The result of Pearson r showed that the strong positive and significant relationship exists among parents of female students involved more in their studies to improve the performance in all the indicators except for parents teachers meeting as compared with male students. When the correlation was investigated with respect to location of the students, the table 2 presented a strong positive and significant relationship occurs among all the indicators except for parental support of urban students. It was evident that the parents of urban areas students involved more in their studies to improve the performance as compared with parents of rural areas students.

While examining the relationship with respect to location of the students, the table 2 indicated that the strong positive and significant relationship exists among all the indicators except for parental support of urban students. It was evident that the parents of urban areas students involved more in their studies to improve the performance as compared with parents of rural areas students.

Ho₂: There is no significant correlation between overall parental involvement and academic performance of students with respect to demographic variables.

Table 3 Correlation between Parental Involvement and Academic Performance

S. No.	Parental Involvement	Academic Performance	Sig.
1	Male Students	.659**	.000
2	Female students	.782**	.000
3	Urban Students	.681**	.000
4	Rural Students	.590**	.000
5	Science Students	.728**	.000
6	Arts Students	.612**	.000

N=520

The relationship between parental involvement and academic performance was investigated using Pearson product-moment correlation coefficient. The result showed the significant relationship among all the variables with academic performance of students. It showed that the parents of female

students involved more in their studies to improve the performance as compared with male students. Similarly the parents of urban areas students involved more in their studies to improve the performance as compared with rural students and also the parents of science students involved more in their studies to improve the performance as compared with arts students.

Conclusions

Table 1 revealed that mean achievement scores of female students, science students, and urban areas students were high as compared with male students, arts students, and rural areas students. Female students are more curious and responsible in their studies. They live at home and manage their studies with the help of parents. On the other hand, male students are more interested in outdoor activities and are less concerned to their studies. They also have low interaction with parents regarding their studies. The students of science and urban areas are also serious toward their studies so that they achieve better grades.

When the indicators of parental involvement were correlated with respect to demographic variables, again a strong positive and significant relationship exists among parents of female students involved more in their studies to improve the performance in all the indicators except for parents teachers meeting as compared with male students. In the same way, the parents of urban areas students involved more in their studies to improve the performance as compared with parents of rural areas students. While examining the relationship with respect to location of the students, it was evident that the parents of urban areas students involved more in their studies to improve the performance as compared with parents of rural areas students. The results are also consistent with the studies of Gonzalez, Williams, and Doan-Holbein(2005). With the involvement of parents the students concentrate and devote themselves more competent and scholars (Izzo, et al., 1999; Trusty & Lampe, 1997).

The overall parental involvement and academic performance showed a significant relationship among all the variables with academic performance of students. The parents of female students involved more in their studies to improve the performance as compared with male students. Similarly the parents of urban areas and science students involved more in their studies to improve the performance as compared with rural areas and arts students. The current results support Shaver and Walls (1998) the involvement of parents in activities is the most influential element in the students' performance.

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