Parental Involvement and Academic Achievement; A Study on Secondary School Students of Lahore, Pakistan

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Abstract

The present research aims to explore the effect of parental involvement in the academic achievement of their children. The research was conducted in Allama Iqbal Town, Lahore city. A total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance of their children. The present research has proved that parental involvement enhanced the academic achievements of their children.

Introduction

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society.

It has been assumed that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids. The focus of this study is to examine a relationship (if any) between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement. The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase.
children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Bryan, 2005). Learning begins at home through interaction with one's family.

Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language, and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the years prior to entering school (Bergsten, 1998; Hill, 2001; Wynn, 2002). Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Sleegers, 2005; Fan, 2001; Hong & Ho, 2005). Academic failure has been linked with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems (Annunziata, Houge, Faw, & Liddle, 2006).

There is little research available on the relationship between parental involvement and academic achievement of secondary school students. A majority of the research in this area has been conducted solely with elementary school students (Baily, Silvern, Brabham, & Ross, 2004; Marjoribanks, 2005). This study may provides an in-depth look at one aspect of parental involvement, involvement in academic activities of their children, and academic achievement of secondary school students.

Results of the Boards of Secondary and Higher Secondary Education in Pakistan revealed that almost half of the students failed in secondary level examinations (Punjab Statistics Bureau, 2008). Besides, of the passing students a significant majority secured less than 50 per cent marks.

Parental involvement in school has been linked with academic achievement. Although little research has been done in the area of parental involvement and secondary school students, the literature review examines the many factors that may contribute to the level of parental involvement and academic achievement in secondary school. This Master's research project sought to identify the different levels of parental involvement in academic activities and how parental involvement affects academic achievement of secondary school students.

Objectives of the Study

  i. To see the extent of parental involvement in academic activities of their children studying in secondary level classes;
  ii. To see the extent of academic achievement of children studying in secondary level classes;
 iii. To see the relationship, if any between the parental involvement in the academic activities of their children and academic achievement of their children; and,
  iv. To test the validation of Epstein's (1995) six types of parental involvement in their children's academic activities in Pakistani context.

Parental Involvement

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects.

The role of parental involvement in children's education has become a central issue in educational policy and research. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope (Singh, Bickley, et al., 1995). Most of the existing research has investigated parental involvement in the primary and middle grades. Less is known about successful parental involvement in secondary school. The current project seeks to expand knowledge of the different parental practices in secondary education, as well as their effects on the academic success of secondary school students.

Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002).

There are many reasons for developing school, family and community partnerships. They can improve school programs and school climate, provide family services and support and increase parent's skills and leadership, and connect families with others in the school and in the community and help teachers with their work. However, the main reason to create such partnerships is to help youngsters succeed in school and in later life (Epstein, 1995).

Parental involvement categorized into four broad strands; Parental involvement in children's school-based activities, Parental involvement in children's at home-based activities, direct parental involvement in academic activities of children and Indirect parental involvement in academic activities of children. It is true that parental involvement level vary among parents. For example mother parent of young children, educated or uneducated parents, father's involvement, their economic status, family background, social environment. It is observed that parental involvement with children from early age has been found to equate with better outcomes specially in building their personalities parents are primary guides to them, children try to copy them, and considered them that they are always write so parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account (Deslorges & Abouchar, 2003).

Parental Involvement in Children's School-based Learning Activities

Parental involvement may have very essential in school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports. All these things might be very helpful in higher level academic achievements of children. Parents become more concerned about the learning opportunities that secondary schools provide. As children move from the middle grades to the secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities (Catsambis & Garland, 1997).

Sociological Significance of the Topic

Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. It may further contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents' own resources as well as the public expenditures for imparting formal education in schools. For example, 50 per cent students fail in secondary level education examinations means loss of half of the public budget spent on educating the students and parents expenditures for purchasing books and other allied expenses for educating their children. Besides bearing the financial expenses of educating children, parental involvement in academic activities of their children may not only save personal and public spending but also it would be contributive in improving the quality of education of children at individual and national level.

In the light of these views researchers took this study significant to be conducted to see the factors influencing the academic achievement of students. After going through various studies on sociology of education, researchers have assumed that parental involvement in the study of their children might be a significant factor which enhances the academic achievement of their children.

The purpose of this study was to examine the relationship between parental involvement in academic activities of their children and academic achievement in secondary school students. The information obtained by completing this study will be beneficial to parents, students, and educators. If parents are aware of how their involvement and learning activities with their children affects their child's learning ability and future, they may be more actively participate in their child's education. The findings of this research may also be beneficial to educational institutions. The results can be utilized to develop school programs associated with parental involvement in school activities, decisions and homework. Programs such as these can be implemented to bridge the gap between home and school while improving student's academic achievement. The result of this study might be useful addition in the existing knowledge of sociology of education. The findings of the study might be useful for the policy planers in the education planning divisions. This would be the practical utility of this present empirical inquiry.

Theoretical Frame Work

Since the main objective of the present research is to find out whether or not any association exists between the parental involvement in the academic activities of their children and academic achievement of children. Therefore it is assumed that more the parental involvement in children's academic activities, the higher the level of academic achievement of their children. This assumption seems to be partly consistent with the theoretical schema of Epstein's (1995), frame work of six types of parental involvement.

A theoretical framework is collection of interrelated concepts, like a theory but not necessarily so well worked out. A theoretical frame work guides your research, determining what things you will measure, and what statistical relationships you will look for. Researchers have made an attempt to see the validation of Epstein's (1995) theory specifically in Pakistani social setup.

Joyce Epstein has developed a frame work for defining six different types of parental involvement. This frame work assist educators in developing school and family partnership programs there are many reasons for developing school, family, and community partnerships, she writes, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life". Parent involvement has been shown to be an important variable that positively influences children's education. More and more schools are observing the importance and are encouraging families to become more involved. Because of this recent trend, it has become essential to understand what is meant by parent involvement and in what ways it has an influence on children's education.

A comprehensive view of involvement is presented by Epstein's model. Epstein (1995) discussed how children learn and grow through three overlapping spheres of influence: family, school, and community. These three spheres must form partnerships to best meet the needs of the child. Epstein defined six types of involvement based on the relationships between the family, school, and community: parenting (skills), communicating, volunteering, learning at home, decision making, and collaborating with the community. Epstein stressed the fact that all of these six types of involvement need to be included to have successful partnerships.

Epstein's Framework of Six Types of Involvement

Epstein's framework of six major types of parental involvement is among the most useful tools developed by the field thus far for defining parental involvement practices and linking them with certain type's outcomes. This widely accepted framework guides to help educators develop comprehensive family school partnerships. The six types of parental involvement include: parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils, committees) and collaborating with the community (matching community services with family needs and serving the community), (Epstein, 1995). Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

Educators, along with parents, are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals, and capacities. Epstein emphasizes that not all parental involvement leads to improve student achievement, The selected results (produced by each of six types) that should help correct the misperception that any practice involves families will raise children's achievement test scores (Epstein, 1995, p.707).

She further notes that while certain practices are likely to influence students' test scores, others are designed to produce outcomes related to attitude and behaviors. Epstein notes that many of the possible secondary or indirect effects of a particular parental involvement practice are not yet understood. For example, parental involvement in type three (Volunteering) or type five (Decision-making) activities may result first in parents' feeling more connected with their children's schools, which may, in turn, lead to other types of involvement that will eventually produce outcomes related to student achievement.

She defines parental involvement as families and communities who take an active role in creating a caring educational environment. She further asserts that parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school related decision making, and who regularly collaborate with the school community. Epstein's extensive work on school-family-community partnerships, Epstein outline schools' responsibilities with respect to each of the six types of involvement established in her framework. A few sample practices are mentioned for each type of involvement. There are, however, many more practices corresponding to each type of involvement.

Type one: Parenting

Schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways.

Outcomes associated with type one activities include improvements in students' behavior, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of, and respect for, their students' families (Epstein, 1995, p.712).

Type Two: Communicating

Some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them may be positive in nature. School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated.

Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress (Epstein, 1995, p.717).

Type Three: Volunteering

Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules. They are also challenged to encourage students to volunteer in their community as part of the learning process.

Type three activities are designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations, etc. and help them develop their own skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual students as a result of volunteer help. They are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base (Epstein, 1995, p.726).

Type Four: Learning at Home

Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school. Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also inform parents about their systems of tracking students and other practices so that parents may help make decisions that are in their children's best interests. Type four activities may help bridge any cultural or class disconnect between home and school environments. Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also work with parents to ensure that students set academic goals, prepare for career transitions, and make appropriate course selections.

Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers. Type four activities are also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support all types of families are able to provide students (Epstein, 1995, p.733)

Type Five: Decision-making

Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees.

Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 1995, p.736).

Type Six: Collaborating with the Community

Schools and families must draw regularly upon community resources to support their efforts to educate children. In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Student outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning. Outcomes associated with type six activities include increased skills and talents for those students participating in productive extra-curricular programs. Students may also develop a better understanding of the real world and career options. Parent-related outcomes include an awareness of local resources they can tap to support their children and families. They will also be more likely to interact with other families in the community. Teachers are expected to develop an understanding of resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 1995, p.739).

Application of the Theory on the Present Research

Epstein (1995) has extensively discussed various social factors which might influence the academic performance of children by the involvement of parents. She discussed in her framework of six types of parental involvement in the academic activities of their children that these six types have major role in better academic performance of children. She holds that supportive learning activities in the home that reinforce school curricula might enhance the academic performance of children.

Tett (2001) argues that in order for parents, particularly from disadvantaged communities, to fully participate in the educational process.

Some of the control that professionals have imposed on schooling for so long will have imposed on schooling for so long will have to be released and parents would needs to be regarded as people with important contributions to make as collaborating educational partners (p. 188).

The effectiveness of these types of parental involvement has been substantiated by recent research. Parents are truly the first teacher of their children. Parents have been thought of as partners in the educational process of their children. Examples of this role are parents help children with homework, supporting in school activities, and working in partnership with teachers to enhance the learning experiences. When parents are decision makers, they are actually involved in the running of school through site-based decision making committees. A strong element of effective parental involvement is communication between parents and teachers. For this part, parents seem to prefer informal relationship with their children's teachers. In fact, parents' personal contacts with teachers are the most enhancing factor in the better academic performance of their children. Epstein (1995) argued that school, family, and community are important spheres of influence on children's development and that a child's educational development is enhanced when these three environment work collaboratively toward shared goals. Epstein (1995) encouraged schools to create greater overlap among home, school, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with community. By implementing activities across all six types of involvement, educators may help improve student's achievement.

Research Methodology

The population consisted of the students (boys and girls) currently studying in the 9th class of public and private secondary schools which were situated in Allama Iqbal Town, Lahore City. The population was selected keeping in view the specific nature of the present research. The researchers wanted to select such a population where the students might have somewhat orientations and relatively wider understanding about the parental involvement in their academic activities for the last at least three years of their children's education. The researchers did not select the students of colleges because the parental involvement might have less in college level students. Therefore, the researchers selected the secondary level school going students which were studying in 9th class (boys and girls) of public and private secondary schools. The students of secondary level were selected because they might be able to understand the questions which were asked by the researchers. In view of these reasons students studying in 9th class were considered population for conducting this research. The sampling procedure researchers have used for the present research was simple random sampling. Four schools were randomly selected which include one boy and one girl school from each of the public and private secondary schools for equal representation of both boys and girls student. All the students (boys and girls) studying in 9th class of all the secondary schools situated in Allama Iqbal Town, Lahore city was the population of this study. Total 12 number of public and private secondary schools both boys (7) and girls (5) were situated there. The detail was as under:

Table 5.1 Detail of the number of schools included in the study

Sr. No	Categories of Schools	Male	Female	Total
1	Public Secondary Schools	3	2	**5**
2	Private Secondary Schools	4	3	**7**
Total		**7**	**5**	**12**

Four schools were randomly selected which included one boy and girl school from each of the public and private secondary level schools categories for equal representation of both boys and girls students in the sample frame of this study. The following four secondary level schools for boys and girls were randomly selected for drawing the sample frame. Accordingly, the detail of the total students studying in 9th class in the randomly selected four secondary schools (both public and private) was as follows:

Table 5.2: Detail of the number of students included in the sample frame of the study

Sr. No	Public/Private secondary schools	Gender-wise No. of Schools		Gender-wise No. of Students		Total
		Male	Female	Male	Female	
1	Public Schools	1	1	165	105	**270**
2	Private schools	1	1	55	50	**105**
Total		2	2	220	155	**375**

Since the number of the students included in the sample frame was not so large, therefore the entire sample frame was taken as sample size of the study. The reasons were as under:

i. The researchers anticipated higher non-response rate due to the limited time available for approaching the respondents and getting filled the questionnaire. During the study hours the school administration might not allow the researchers to approach the students in the class rooms, and during the break time students might be more interested in the refreshment activities whereby they might be reluctant in giving their response to the researchers.

ii. The students of the 9th class might not be fully aware about the procedures of filling the questionnaire by recording their responses appropriately. There were chances of some misinformation and incomplete questionnaire. Therefore to be on the safe side the researchers included the entire sample frame in the sample size of this study.

Tool for Data Collection

Survey questionnaire was used as a tool for the data collection. After reviewing the literature, a questionnaire was designed. Thirty three closed ended questions were included in the questionnaire about personal information; multi dimensions roles and styles of parental involvement related to the academic activities of their children and academic achievement of students. Then it was distributed to the students studying in the 9th class of public and private secondary level schools (boys and girls).

It seemed appropriate to construct the questionnaire in Urdu language, because it was easily understandable to the respondents. Questionnaire consisted of four parts. Part one comprised of questions related to the basic information about respondents and school. Part second comprised of the questions related to the socio-economic profile of the respondents. Part third comprised the 12 questions measuring the independent variable i.e. the level of parental involvement in their children's academic activities. Part fourth intended to measure the dependent variable i.e. the children's academic achievement and it consisted of 10 questions.

The researchers administered the 20 questionnaires which distributed among respondents for the purpose of its pre-testing. In this process, the researchers noted some flaws in the questionnaire, specifically in the language and ordering of the some questions. The pre-testing was completed within a day. In the light of the experiences of pre-testing, the researchers incorporated certain changes (rewording and replacement of certain questions) in the questionnaire. The tool was finalized for the purpose of data collection. The final questionnaire comprised of total 33 questions.

Analysis of Data

The Chi-square test was applied to test the significance of the association between the independent variable (level of parental involvement in their children's academic activities) and the dependent variable (level of children's academic achievement) (Ferguson and Takane 1989, P.214).

General Findings of the Study

Sample Characteristics

The sample of the present study consisted of the students of 9th class both boys and girls studying in public and private secondary schools. The data has been presented in table 6.1. The respondents were inquired about their type of school (public and private) in which they are studying, gender of school, respondent's level of mother's education, respondent's level of father's education and number of siblings in household.

The findings revealed that majority (60%) of the respondents were studying in public secondary schools and (40%) of the respondents were studying in private secondary schools. The data showed that majority of the respondents were studying in public secondary schools. In case of respondent's gender, the data described that (50.7%) of the respondents were boys and (49.3%) of the respondents were girls. The data revealed that a little more than half (50.7%) of the respondents were male students. Respondents were also distributed on the bases of their mothers' level of education. It was found that (40%) of the mothers of the respondents education consisted (9-13 years' education), while (38.7%) mothers of respondents had 14 years and above education and remaining (21.3%) had completed up to 8 years of education. The data indicated that mothers of the majority respondents had intermediate level of education. The data revealed that (54.7%) of the respondents' fathers' education consisted (14+ years education),while (30.7%) of the respondents' fathers' education was (9-13 years' education) and remaining (14.7%) of the respondents' fathers' education was (0-8 years education).The data demonstrated that fathers of the majority respondents education was between 14 and higher education.

So data narrated that level of father's education was higher than the level of mother's education. The numbers of siblings of the majority (55.3%) respondents were four to six whereas only 34% had one to three brothers and sisters in their family. The remaining (10.7%) of the respondents had seven to nine brothers and sisters. It indicated that majority of the respondents belonged to relatively large family size.

Sample Profile

Data were collected from a total sample of 150 children (both boys and girls) studying in the selected four public and private secondary level schools situated in Allama Iqbal Town, Lahore city.

Table 6.1

Socio-demographic profile of the respondents

Sample Profile Variables	Frequency	Percent
Children Studying in Public /Private Schools		
Public School	90	60.0
Private School	60	40.0
Total	**150**	**100**
Gender of the School going children		
Boys	76	50.7
Girls	74	49.3
Total	**150**	**100**
Level of Mother's Education		
Low (0-8 years)	32	21.3
Medium (9-13 years)	60	40.0
High (14+ years)	58	38.7
Total	**150**	**100**
Level of Father's Education		
Low (0-8 years)	22	14.7
Medium (9-13 years)	46	30.7
High (14+ years)	82	54.7
Total	**150**	**100**
Number of Siblings in Household		
1-3	51	34.0
4-6	83	55.3
7-9	16	10.7
Total	**150**	**100**
Frequency of Parents' consultation with Teachers		
Rarely	37	24.7
Often	113	75.3
Total	**150**	**100**

Independent Variable

Level of Parental Involvement in Their Children's Academic Activities

Frequency of parents' consultation with teachers was considered very important element in their children's academic activities. Frequency of parental consultation with teachers about their children's academic performance might have positive effect on children's academic activities and performance. Data presented in table 6.1 revealed that an overwhelming majority (75.3%) parent of the respondents consulted with teachers about their children's academic performance as compared to (24.7%) of them who were least consultative for inquiring about their children's academic activities. In case of doing homework, the parents advised to their children to complete their homework in a due course of time. Table No 6.2 showed that majority (86.7%) of the parents of the respondents advised their children to complete their assignments whereas only (13.3%) of them did not bother to instruct their children for doing homework assigned by their teachers. A significant majority (78.7%) parents of the respondents were interested in arranging tuition for their children whereas (21.3%) of them did not take interest in arranging tuition for additional coaching of their children.

Data revealed that parents of the majority (69.3%) respondents helped their children in doing homework as compared to a little less than one third (30.7%) who did not help their children in doing homework.

Table 6.2 Measures of the level of Parental Involvement in Children's Academic Activities

Sample profile variables	Frequency	Percent
parents' frequency of advising for doing home work		
Rarely	20	13.3
Often	130	86.7
Total	**150**	**100**
Parents' valuing arranging tuition for children		
Some extent	32	21.3
Great extent	118	78.7
Total	**150**	**100**
Parents help in doing home work		
No	46	30.7
Yes	104	69.3
Total	**150**	**100**
Monitoring regular school attendance of children		
Rarely	1	0.7
Often	149	99.3
Total	**150**	**100**
Contact with teachers for checking attendance of children		
No	56	37.3
Yes	94	62.7
Total	**150**	**100**
Enquiring about teaching methods of teachers		
Rarely	40	26.7
Often	110	73.3
Total	**150**	**100**
Contacts with teachers for not doing homework		
No	67	44.7
Yes	83	55.3
Total	**150**	**100**

Data was evident that parents of almost all respondents (99.3%) monitored the regular attendance of the children in schools. whereas minority (0.7%) parents of the respondents did not bother regularity of their children in schools.   Table No.2 also showed that (62.7%) parents of the respondents remained in contacts with teachers of their children for checking the attendance of their children whereas (37.3%) of them did not contact with teachers for inquiring about attendance of their children in class. Data showed that parents of an overwhelming majority (73.3%) respondents inquired about teaching methods of teachers as compared to (26.7%) of them who did not take interest in knowing about the teaching methods of teachers. Figures contained in table No.2 also showed that (55.3%) parents of the respondents remained in contacts with teachers when their children did not complete their homework whereas remaining (44.7%) parents of the respondents did not ask the teachers when their children were not doing homework. When someone or especially parents encourage their children on their any good performance in any field or in excellent academic performance then it might helpful in achieving goals.

Table No.3 carries the data which demonstrate that (86%) of the respondents' parents encouraged their children on their good academic performance while only (14%) of the respondents' parents did not encourage their children on better academic performance of their children.

Table 6.3 Measures of the level of Parental Involvement in Children's Academic Activities

Sample profile variables	Frequency	Percent
Encouraging on good academic performance		
Rarely	21	14.0
Often	129	86.0
Total	**150**	**100**
Extent of parental involvement in children's academic activities		
Low level of Parental Involvement	18	12.0
Medium level of Parental Involvement	35	23.3
High level of Parental Involvement	97	64.7
Total	**150**	**100**

Table No. 6.3 also revealed the overall extent of parental involvement in their children's academic activities which might be play a positive role in better academic achievement of their children. It can be show in table No. 6.3 that (64.7%) parents of the respondents had high level of involvement in their children's academic activities, whereas (23.3%) parents of the respondents had medium level of parental involvement in their children's academic activities and remaining (12%) parents of the respondents had low level of parental involvement in their children's academic activities.

Dependent Variable

Table 6.4 Level of Children's Academic Achievement

Sample profile variables	Frequency	Percent
Aggregate percentage in examination of previous three classes		
Low level of academic Achievement	29	19.3
Medium level of academic achievement	59	39.3
High level of academic achievement	62	41.3
Total	**150**	**100**

Researchers inquired to the respondents' parental involvement on the basis of different assumptions that might vary academic achievement of children with respect to the variation of parents' involvement in their children's academic activities. The obtained responses regarding the aggregate percentage in examination of previous three classes given in table No. 6.4 which revealed that (41.3%) of the respondents' level of academic achievement was higher in the examination of previous three classes, whereas (39.3%) of the respondents' level of academic achievement was medium and remaining (19.3%) of the respondents' level of academic achievement was low in the examination of previous three classes (6th, 7th and 8th). After analyzing the data, it was found that parents of the majority respondents were higher involved in their academic activities. Overall, data also showed that the parents of the majority respondents were moderately involved in their academic activities. Correspondingly almost the same proportionate of the respondents showed better academic achievements.

TESTING THE HYPOTHESIS

This section presents the purpose of testing the research hypothesis i.e. to see the relationship between the level of parental involvement in their children's academic activities (an independent variable) and the level of academic achievement of children (dependent variable) by applying chi-square test. The constructed research hypothesis for the present study was: More the parental involvement in their children's academic activities, the higher the level of academic achievement of children. For the application of the statistical test (chi-square), it was required to construct the null hypothesis of the study. Therefore, the null hypothesis was:

There is no relationship between the parental involvement in their children's academic activities and the level of academic achievement of children.

Chi-square test $\left(X^2 = \dfrac{\sum(O-E)^2}{E} \right)$ was applied to test the null hypothesis.

To see the relationship between the parental involvement in their academic activities and level of academic achievement of children, a cross table was constructed. Chi-square test was applied to test the significance of the relationship between the two variables i.e. the level of parental involvement in their children's academic activities and the level of children's academic achievement. The calculated value of the chi-square was 11.10 at showed 4 degree of freedom and 0.025 level of significance between the two variables. Accordingly, null hypothesis was rejected and the alternative research hypothesis was accepted.

Table 7.1

Level of Parental Involvement in Their Children's Academic Activities by the Level of Academic Achievements of their Children

Level of Academic Achievement of Children in Examinations		Level of Parental Involvement in their Children's Academic Activities			Total
		Low	Medium	High	
Low	Count	1	2	26	29
	Expected Count	3.5	6.8	18.8	29
	% within x	5.6%	5.7%	26.8%	19.3%
Medium	Count	10	17	32	59
	Expected Count	7.1	13.8	38.2	59
	% within x	55.6%	48.6%	33.0%	39.3%
High	Count	7	16	39	62
	Expected Count	7.4	14.5	40.1	62
	% within x	38.9%	45.7%	40.2%	41.3%
Total	Count	18	35	97	150
	Expected Count	18	35	97	150
	% within x	100.0%	100.0%	100.0%	100.0%
	Chi-square=11.10	d f=4	P=0.025		

It led to derive that there was significant association between the level of parental involvement in academic activities of their children and the level of academic achievement of children. The frequency distribution presented in cross table 7.1 demonstrated that of the respondents whose parents had high level of involvement in their academic activities, relatively their significant majority (40.2%) also had high level of academic achievement. Contrarily of the respondents whose parents were comparatively least involved in academic activities of their children, their majority (55.6%) also had lesser (in comparative terms) level of academic achievement.

Similarly, of the respondents whose parents were moderately involved in their academic activities, their relative majority (48.6%) also moderately performed academically. It led to conclude that higher and moderate level of parental involvement in their children's academic activities correspondingly contributed in higher and moderate level of academic activities of their children respectively. Hence the analysis of data and chi-square test upheld the research hypothesis that: More the parental involvement in their children's academic activities, the higher the level of academic achievement of children.

Discussion

In the present study, the statistical manipulation of the data proved the suggested association between the two variables i.e. the level of parental involvement in their children's academic activities and level of children's academic achievement. The overall drift of the data also supported the relationship between the two variables and the research hypothesis was elevated. The findings of the study proved the viability of Epstein's framework of six types of parental involvement in their children's academic activities.

Conclusions

The findings of the present study led to draw the following conclusions:

i.   It was concluded from the present study that there was a significant relationship between the two variables i.e. the level of parental involvement in their children's academic activities and the level of academic achievement of children.

ii. The present study validated the framework of Epstein's (1995) framework of six types of parental involvement in their children's academic performance because the research hypothesis was formulated within the framework of Epstein's theory.

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