

PARENTAL ENCOURAGEMENT IN SCHOOLING OF PAKISTANI CHILDREN AND ITS IMPACT ON THEIR ACHIEVEMENT AT ELEMENTARY LEVEL

Aroona Hashmi^{1*}, Mubashira Khalid², Mumtaz Akhter³, Almas Shoiab⁴

¹Assist. Prof. Dr. University of the Punjab, Pakistan, aronahashmi@gmail.com

²Assist. Prof. University of the Punjab, Pakistan, mubashirakhalid@yahoo.com

³Prof. Dr. University of the Punjab, Pakistan, mumtazakhter@hotmail.com

⁴Mphil Scholar, University of the Punjab, Pakistan

*Corresponding author

Abstract

The role that parents play in the academic achievement of their children has long been considered very significant. Parental Involvement is a strategic key to both traditional and contemporary way of 'face-to-face' schooling, including public /private schools and home schooling. Present research is destined to find out whether this connection happens in Pakistani schools, the study examined the impact of Parental Involvement on academic achievement among elementary school children in district Lahore. In this study quantitative research approach is used. The sample consisted of 1000 parents of 1000 class 8th children enrolled in public and private school systems in District Lahore. A survey was conducted by Parental Involvement Project Questionnaire. For achievement score Punjab Examination Commission's results of class 8th were collected. Independent samples t-test and Regression applied to test the null hypotheses. The results of the study indicated the high involvement of parents in their children's education irrespective of school type. The result showed there was significant difference in the impact of Parental Encouragement on the achievements of children at elementary level i.e. there was less impact of Parental Encouragement on the achievements of boys as compare to the impact of Parental Encouragement on the achievements of girls at elementary level.

Keywords: Parental Involvement, Parental Encouragement, Achievement, Punjab Examination Commission, Parental Involvement Project Questionnaire

1. Introduction

Families give social, cultural, and emotional backing that juveniles need to work properly .An encouraging informative setting receptive to the requirements of children can end result in optimistic motivational concerns (Barnard, 2004). On the other side adversely stimulating consequences will effect if the environment is not facilitative. Adolescents need social, cultural and emotional care to realize their roles in school (Depanty, Coulter-Kern & Duchane, 2007). Positive Encouragement can be increased through a receptive educational setting suitable for the individual's needs. In our social structure, School is the decisive place which formulates a child's interest, attitudes and habits. The most dynamic factor along with children's school regulation and academic achievement are teacher-student relationship, safety created at school, and the parents' relationship at school. At elementary level, children develop their social understanding by incorporating their knowledge by relations with teachers, peers and families. The role of PI has been recognized equally by researchers, policymakers, and educators. Most of the research reports have recognized that progress in school achievement and interest in studies occurs when parents are "part and parcel" of their children's education (Walker, Hover- Dempsey, Whetsel, & Green, 2004). It was concluded by researcher like DeFraja (2010) that an association can be seen between children's performance and parents' struggle for facilitating their education. It has been found that parents who work harder and are involved in their child's education result in progress of their child's education. In general, the struggles exerted by the three groups of agents-parents, school and child – inspires each other. Likewise, the ability of children to

perform better or to struggle for more is not dependent on their societal context.

According to Caspe, Lopez, and Wolos (2007) during elementary schooling children undergo important developmental changes like logical reasoning, adaptability to their environment, and mannerism. At elementary level, children develop their social understanding by incorporating their knowledge by relations with teachers, peers and families. Some of the researchers like (Richardson, 2009; Epstein 1995; Keith & Keith, 1993) have claimed that parents desire to be part of the education of children and want to be active in their school .they keep in touch with the school and receive information regarding the kids' success. It has been noted that parents encouragement regarding their child's performance will result in positive results and the child will aspire and work hard so as not to disappoint their parents. Renowned researchers like "Hoover-Dempsey et al" (2005) stated that three main factors affect Parental Involvement in schooling of their children. Parents perception that their involvement will make a difference, Parents belief that they are invited by their child and teacher, like "general invite from the school, friendly environment, and special invitations", parents conception that they ensure the requisite time ,energy, Knowledge and abilities they have can help their child in school.

2. Method and Procedure

2.1 Research Design

The study was descriptive in nature.

2.2 Participants

Ten Schools in total were selected from the five Towns of Lahore District randomly. Schools were selected from Public and private sectors. Five Public and five Private schools were drawn by giving equal representation. Average of 50 children selected out of class 8th randomly. The parents of selected children of 8th class were also being the part of sample. In total 1000 parents and 1000 children constituted the sample.

2.3 Instrument

This was a survey research and adopted "Parental Involvement Questionnaire" (PIP). This instrument was selected because it includes all the basic Parental Involvement scales. From those scales one scale was selected as tool for study i.e. Parental Encouragement. The reliability of the Parental Encouragement scale was 0.852 Cronbach's Alpha.

3. Data Analysis

The questionnaire was distributed to one thousand respondents. And the respondents' rate was ninety percent. This data was analyzed through SPSS by applying statistical measures accordingly. The results were interpreted by comparing the means and by using the t-test and regression at $P < 0.05$, level of significance.

Figure 1 *3d column chart of Parental Encouragement in schooling of children*

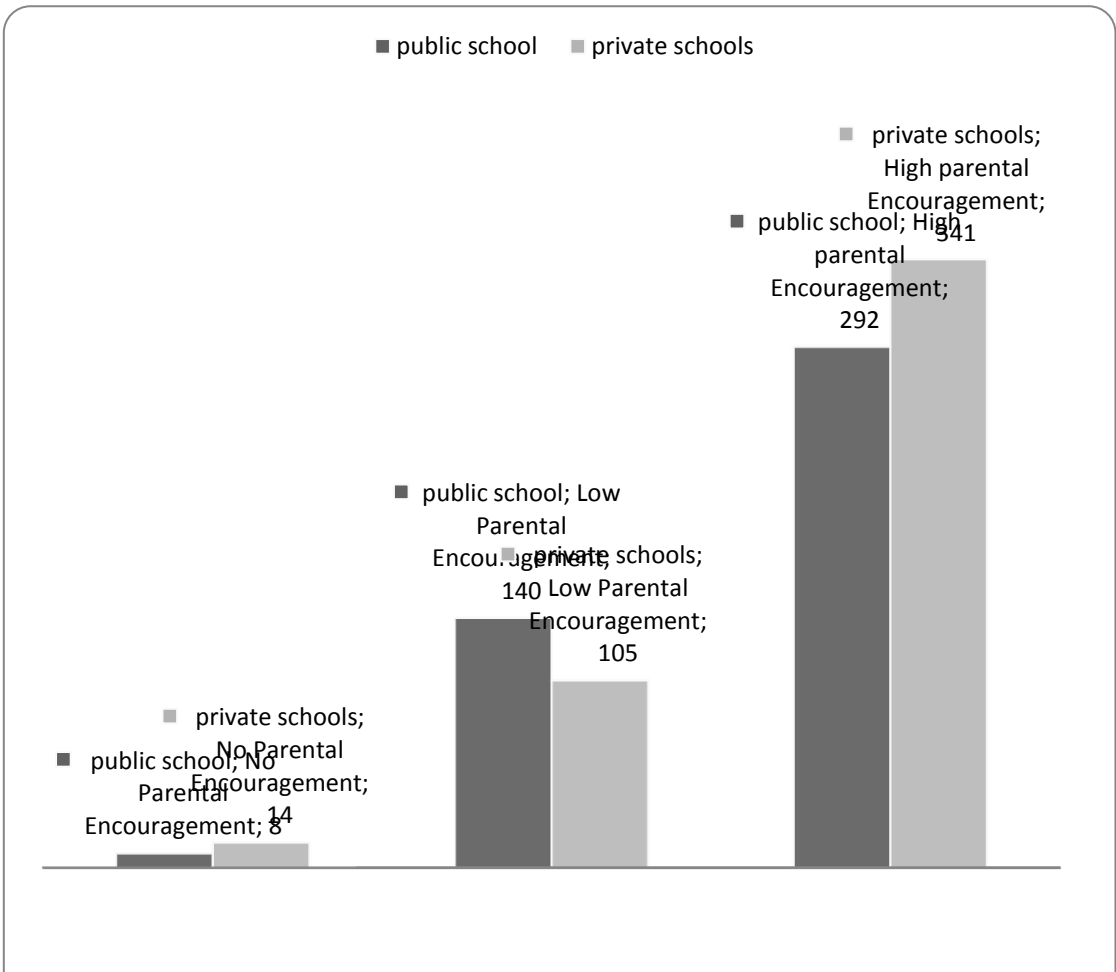


Figure 1 : Parental Encouragement

According to collected data in figure 1, high Parental Encouragement was revealed from the public schools and also from private schools.

3.1 Testing Research Hypotheses

H₀₁: There is no significant difference in the extent of Parental Encouragement in schooling of children at elementary level.

Table 3.1.1
 Extent of Parental Encouragement

Gender	N	Mean	SD	t-value	df	Sig.(2 tailed)	Mean Diff.
Boys	460	2.62	0.544				
				3.289	892.379	0.001	-0.112
Girls	440	2.74	0.481				

To find out difference of extent of Parental Encouragement in schooling of children at elementary level independent sample t- test was conducted. Levene's Test for Equality of Variances" was significant and variances were assumed heterogeneous. So the result of t- test showed that there was significant difference in the extent of Parental Encouragement in schooling of children at elementary level, $t(892.379) = 3.289$, $p = 0.001$ which was less than α (0.05) so null hypothesis was rejected. On a six point scale that the mean of boys ($M=2.62$, $SD=0.544$) was less than mean of girls ($M=2.74$, $SD=0.481$).

H_{02} : There is no significant difference between Parental Encouragement in schooling of public and private school children at elementary level.

Table 3.1.2
t-test between PE of public and private school children

Type of school	N	Mean	SD	t-value	df	Sig.(2 tailed)	Mean Diff.
Public	440	2.65	0.516				
				1.901	896.396	0.058	-0.065
Private	460	2.71	0.517				

To find out difference between Parental Encouragement in schooling of public and private school children independent samples t-test was conducted. Levene's Test for Equality of Variances" was significant and variances were assumed heterogeneous. So the result of t- test showed that there was no significant difference between Parental Encouragement in schooling of public and private school children at elementary level, $t(896.396) = 1.901$, $p = 0.058$ which was greater than alpha 0.05 so H_0 accepted. On a six point scale public school children's Parental Encouragement averaged 2.65($SD=0.516$) and private school children's Parental Encouragement averaged 2.71 ($SD=0.517$)

H_{03} : There is no significant difference in achievements of children having Parental Encouragement in schooling of public and private schools' children at elementary level.

Table 3.1.3
t-test between achievements of children having Parental Encouragement in schooling of public and private schools' children

Type of school	N	Mean	SD	t-value	df	Sig.(2 tailed)	Mean Diff.
Public	440	2.05	0.531				
				6.244	897.641	0.000	-0.224
Private	460	2.28	0.544				

To find out difference between achievements of children having Parental Encouragement in schooling of public and private schools' children independent samples t-test was conducted. Levene's Test for Equality of Variances" was significant and variances were assumed heterogeneous. So the result of t- test showed that there was significant difference between achievements of children having Parental Encouragement in schooling of public and private schools' children at elementary level, $t(897.641) = 6.244$, $p = 0.000$ which was less than alpha 0.05 so H_0 rejected. On a six point scale public school children's achievement averaged 2.05 ($SD=0.531$) and private school children's achievement averaged 2.28 ($SD=0.544$)

H_{04} : There is no significant difference of the impact of Parental Encouragement on the achievements of children at elementary level.

Table 3.1.4
 Regression analysis for Parental Encouragement (N=900)

Variable	B	SE(B)	β	t	Sig.(p)
Parents Encouragement	0.230	0.035	0.216	6.637	0.000

Note: a: Dependent variable: achievement score
 b: $r=0.216$
 c: $R^2 = 0.046$

The above table shows that there was a positive relationship between parents' involvement and achievement of children. But the value of correlation = 0.216 show weak relationship. The value of R^2 showed that only 4.6 % achievements of children depend on their Parental Encouragement. And the p value (0.000) was less than α (0.05) so null hypothesis was rejected. It means that there was significant difference in the impact of Parental Encouragement on the achievements of children at elementary level.

H_{05} : There is no significant difference in the impact Parental Encouragement on the achievements of public and private school children at elementary level.

Table 3.1.5

Regression analysis on impact of Parental Encouragement on the achievements of public and private school children

Type of schools	N	B	SE(B)	β	t	Sig.(p)	r	R^2
Public schools	440	0.301	0.047	0.292	6.401	0.000	0.292	0.083
Private schools	460	0.136	0.049	0.130	2.796	0.005	0.130	0.015

Note: a: Dependent Variable: achievement score

The above table shows that there was a positive relationship between Parental Encouragement and achievement of children in public schools. But the value of correlation (0.292) showed weak relationship. The value of R^2 showed that only 8.3 % achievements of schools' children depend on their Parental Encouragement. The result of private schools showed that there was a positive relationship between Parental Encouragement and achievement of children in private schools. But the value of correlation (0.130) showed weak relationship. The value of R^2 showed that only 1.5 % achievements of schools' children depend on their Parental Encouragement. Hence the results showed there was significant difference in the impact of Parental Encouragement on the achievements of public and private school children at elementary level. i.e. There was more impact of Parental Encouragement on the achievements of public school children as compare to the impact of Parental Encouragement on the achievements of private school children at elementary level.

H_{06} : There is no significant difference in the impact Parental Encouragement on the achievements of boys and girls at elementary level.

Table 3.1.6

Regression analysis on impact of Parental Encouragement on the achievements of boys and girls

Gender	N	B	SE(B)	B	t	Sig.(p)	r	R^2
Boys	460	0.183	0.046	0.184	4.010	0.000	0.184	0.032
Girls	440	0.281	0.053	0.243	5.249	0.000	0.243	0.057

Note: a: Dependent Variable: achievement score

The above table shows that there was a positive relationship between Parental Encouragement and achievement of boys. But the value of correlation (0.184) showed weak relationship. The value of R^2 showed that only 3.2 % achievements of boys depend on their Parental Encouragement. The result of girls showed that there was a positive relationship between Parental Encouragement and achievement of girls. But the value of correlation (0.243) showed weak relationship. The value of R^2 showed that only 5.7 % achievements of girls depend on their Parental Encouragement. Hence the results showed there was significant difference in the impact of Parental Encouragement on the achievements of boys and girls at elementary level i.e. There was more impact of Parental Encouragement on the achievements of girls as compare to the impact of Parental Encouragement on the achievements of boys at elementary level.

4. Results

- There was high Parental Encouragement was revealed from the public schools and also from private schools.
- The result of t- test showed that there was significant difference in the extent of Parental Encouragement in schooling of children at elementary level.
- The result of t- test showed that there was no significant difference between Parental Encouragement in schooling of public and private school children at elementary level.
- The result of t- test showed that there was significant difference between achievements of children having Parental Encouragement in schooling of public and private schools' children at elementary level.
- There was a positive relationship between parents' involvement and achievement of children. But the value of correlation (0.216) shows weak relationship. The value of R^2 showed that only 4.6 % achievements of children depend on their Parental Encouragement. Also the results showed there was significant difference in the impact of Parental Encouragement on the achievements of children at elementary level.
- There was more impact of Parental Encouragement on the achievements of public school children as compare to the impact of Parental Encouragement on the achievements of private school children at elementary level.
- There was more impact of Parental Encouragement on the achievements of girls as compare to the impact of Parental Encouragement on the achievements of boys at elementary level.

4.1 Conclusion and Discussion

The mean of Parental Encouragement in schooling of public schools children was less than the mean of Parental Encouragement in schooling of private schools children. Linked to previous readings e.g. Delgado-Gaitan, 1992; Scott-Jones, 1987; Sheldon, 2003 they conclude that Parental Involvement is motivated predominantly by social context, especially parents interpersonal relationships with their children and private school teachers. The mean of boys having Parental Encouragement was less than the mean of girls having Parental Encouragement. Steinberg, Lamborn, Dornbusch & Darling, 1992; Hess & Holloway, 1984) concluded through their researches that Parental Reinforcement for girls is related to overt affecting care for the child's involvement in school- or learning-related activities

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