Relationship of Parental Involvement with Child Academic Achievement

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Abstract: *The present study was designed to investigate the Relationship of Parental Involvement with Child's Academic Achievement. A total of 100 parents were selected purposively from Dhaka city. In order to measure the variables of the study Bangla version (Zaman & Mostakim, 2014) of parental involvement scale (Epstein, 1995) was used. Seven hypotheses were formulated to test in the present study a) Parenting would be positively co-related to the child's academic achievement. b) Learning at home would be positively co-related to the child's academic achievement. c) Volunteering would be positively co-related to the child's academic achievement. d) Decision-making would be positively co-related to the child academic achievement. e) Collaborating with the community would be positively co-related to the child academic achievement. f) Communicating would be positively co-related to the child academic achievement. g) Parenting, learning at home, volunteering, decision making, community, communicating and child academic achievement are interrelated. In order to analyze the data Mean and Standard Deviation and Pearson product moment correlation was carried out on the obtained scores. Correlation analysis indicated that the correlation of parenting, learning at home, volunteering, decision-making, community and communicating with children's academic achievement is statistically significant.*

Key words: Parenting, Learning, Volunteering, Decision-making, Community, Communicating and Child Academic Achievement.

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 the responsibility to socialize children for making them productive members of the 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 become productive and responsible members of the 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 a 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

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and the level of their children's academic achievement. The transition from junior 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 be 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. According to Bandura (1997), academic achievement consistently relates to positive identity structures, which encompass self-esteem, self-efficacy, and motivation. On the other hand, Zimmerman (2001) revealed that academic achievement can be defined as self-regulated learning, including excellence in sports, arts, culture, behavior, confidence, and communication skills, and it shows how learners control their emotion, feelings, and actions in order to academically achieve. Also, Dweck and Elliott (1983) proposed that "achievement" is conceptualized in terms of "competence." For example,achievement in Western societies tends to be conceptualized as individual, self-defining, accomplishment in the prototypical domains of school, sports, and work (Dweck&Elliott, 1983; Elliot &Dweck, 2005). 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 school is defined as parent reported participation at least once during the school year in attending a general school meeting; attending a scheduled meeting with their child's teacher; attending a school event, etc.

Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Webster-Stratton, 1998). The critical role of parental involvement in a child's education has been examined in countless studies and reports. "Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16). The concept of parental involvement with the student and the school is a vital one and can produce great rewards for all concerned. However, it has been found that schools do not always know what the term parental involvement really means (Vandergrift & Greene, 1992). According to

Vandergrift and Greene, there are two key elements that work together to make up the concept of parental involvement; level of commitment and active participation. Parent involvement actually declines as students grow older, so that it is less in secondary schools than in elementary (Stouffer, 1992). "Schools must understand that lack of participation by parents does not necessarily mean they are neglecting their responsibilities; they simply may not have the time, resources, or know-how to help out" (Wanat, p. 47). The very nature of the family structure is in a state of change causing confusion and insecurity (Duncan, 1992; Lewis, 1992; Wanat, 1992). The parents may be doing the very best that they can.

Parents often do not feel welcomed at school. This is especially true when the parent may not have a great deal of education (Dixon, 1992; Vandergrift & Greene, 1992). It is also possible that the parent does not have a great deal of interest in the school or his child's education. The parent may not feel that education is important (Vandergrift & Greene). Another reason for lack of involvement is embarrassment. The parents may be illiterate or unable to speak English. This could make communication difficult if not impossible. Another source of embarrassment is memories of the parent's failure in school. The parent would not have much desire to return to a place that only served to remind him of his own failures (Brink & Chandler, 1993; Smith, 1991). Single parents often do not have the time, money, or knowledge to help children with projects. For example, many mothers do not have equipment or skill to plan science fair experiments or construct woodworking projects, and fathers may not be able to help design and sew costumes for the school play (Wanat, 1992, p. 46).

There are many things that can be done to improve parental involvement at the secondary level, but the success of any program will be tied directly to the support and encouragement of the principal (Lewis, 1992). Duncan (1992) argued "Principals are key contributors to helping parents and other educators understand each other". Campbell (1992) found "Ultimate responsibility for creating harmony between the school and the home rests with the principal". By the school being more aware of the circumstances of nontraditional families, better communications can be established. One thing that the school can do is to let the parents handle parenting responsibilities and the school handles the educational responsibilities. Also, by working with the parents more, the school will have a better idea of what the parents can and cannot do. More realistic

expectations for out-of-school projects are an example of this (Wanat, 1992). Another important item is communication. More communication between the school and home are needed, but specific types of communication are important. Two-way informal exchanges between teacher/parent are much more effective than one-way communication from the teacher (Wanat). Also, friendly contact should be established with parents early in the year before something has happened that makes it necessary for the teacher to contact the parent (Wherry, 1992).

Studies of socialization of competence determined that different sorts of parenting would produce different children's behaviors (Baumrind, 1966, 1967). Parenting Typology, Pattern, and Dimension Over two decades, theories of socialization (Baumrind, 1989, 1991) found that parenting styles are crucial in children's academic and other outcomes, and parenting is categorized in nine styles: 1) authoritative, 2) demanding, 3) traditional, 4) authoritarian, 5) undifferentiated, 6) democratic, 7) permissive, 8) nondirective, and 9) rejecting neglecting. 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. 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. The following is a description of Epstein's six types of parental 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' behaviour, 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. 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. 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. 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. 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. 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).

This study has the potential to add support to the knowledge base of research on parental involvement in schools. The issues surrounding parent involvement and child achievement are significant within the theoretical context of identifying relationships that exist and prescribing the inclusion of particular typologies that enhance child achievement. The benefit for schools may be to direct initial efforts to involve parents in programs that support their children's education and schools. Parental involvement in their children's education 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 undertook this study 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 their children's studies 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 in their children's learning activities affects their child's learning ability and future, they may participate more actively 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.

Objectives of the present study:

The main objective of the present study was to investigate the relationship of parental involvement with child academic achievement. The specific objectives were:

i) To investigate the relationship between parenting and academic achievement of the child.

ii) To investigate the relationship between learning at home and academic achievement of the child.

iii) To investigate the relationship between volunteering and academic achievement of the child.

iv) To investigate the relationship between decision making and academic achievement of the child.

v) To investigate the relationship between collaborating community and academic achievement of the child.

vi) To investigate the relationship between communicating and academic achievement of the child.

vii) To investigate the relationship among parenting, learning at home, volunteering, decision making, community, communicating with academic achievement of the child.

Hypotheses of the study

In the light of the above literature and the objectives, the following hypotheses were formulated:

H_1: Parenting would be positively co-related to the child academic achievement.

H_2: Learning at home would be positively co-related to the child academic achievement.

H_3: Volunteering would be positively co-related to the child academic achievement.

H_4: Decision-making would be positively co-related to the child academic achievement.

H_5: Collaborating with the community would be positively co-related to the child academic achievement.

H_6: Communicating would be positively co-related to the child academic achievement.

H_7: Parenting, learning at home, volunteering, decision making, community, communicating and child academic achievement are interrelated.

Method

Design of the study

The present study was conducted by following the cross-sectional survey research-design. This design indicates that all data were collected at a single point of time.

Sample and Sampling Technique

A total of 100 parents (50 mothers and 50 fathers) aged between 40-55 years were used as respondents in the present study. The respondents were selected by purposive sampling method. Only those parents were chosen as respondents whose children were studying in the 9th grade.

Measuring Instruments

The present investigation was conducted to find out the relationship of parental involvement types with child academic achievement. The study required Epstein's (1995) Parental Involvement Questionnaire and the Personal Information Form (PIF) for demographic information.

A biographical questionnaire soliciting information on respondent age, designation or job type, income, socio-economic status, marital status and education level was compiled.

The Bangla version of self-report instruments was used in the study that **is described below.**

Parental Involvement Questionnaire:

Parental Involvement Scale is a self-report tool originally developed by Epstein (1995) and adapted by Zaman and Mostakim (2014). The standard form of parental involvement consists of 28 items which are distributed into six subscales: Parenting (Items 1, 2, 3, 4, 5, 6, 7 and 8), Learning at home (Items 9, 10 and 11), Volunteering (12, 13 and 14), Decision-making (items 15 and 16), Community (Items 17, 18, 19 and 20) communicating (Items 21, 22, 23, 24, 25, 26, 27 and 28). Responses

were given weights of 1 and 5 the items were answered on to two point response format (yes, no). Total scores were the sum of 28 items that ranged from 28 to 140. High score indicates more parental involvement with academic achievement and low score indicates less parental involvement with academic achievement. Internal consistency for the six subscales was parenting .71, learning at home .74, volunteering .72, decision- making .76, community .81, and communicating .73. The Parental Involvement Scale (PIS) adapted reliability is 0.67. Test -retest and Split-half reliability of the scale are respectively .769 and .595.

Academic Achievement:

According to the educational system in Bangladesh, students have to sit for a Junior School Certificate (JSC) Examination. This examination also acts as a year final test for grade-8 students. Students' academic achievement will be measured using their respective Grade Points Average (GPA) attained in their JSC (2014) examination. These data for student achievement will be collected from the students' respective parents.

Procedure

After taking permission from the authority to conduct this research one standardized self- report questionnaire and one personal information form (which was attached to the first page) were used. The PIF was used to collect data about the demographic variables like age, gender, educational level, socio-economic condition, income, occupation. Before collecting data from the respondents, they were informed about the purpose of the study, their consent was taken and attempts were made to build up good rapport with each of them. Additionally, the respondents were told that their disclosed information would be used for research purpose only and would be kept confidential .To conduct the study, the questionnaires were filled up by the parents from different school in Dhaka City. After the performance all the respondents were thanked by the investigators for their cooperation and participation in the study.

Data Collection and Analysis

Data collection was continued from April 05-04-2014. For analysis, the data were assembled and recorded, and then the data were entered into Windows Data Sheet. Descriptive statistics including mean and correlation were calculated using SPSS Program as data analysis tool. No

incentives were given to the respondents for their participation in this study.

Results

In order to analyze the data Mean and standard deviation and Pearson correlation were applied on the obtained scores. The obtained results are presented in Table 1 through 2.

Table1 Mean and Standard Deviation of the Scores of Parental Involvement and Child Academic Achievement.

Variable	Mean	SD
Parenting	36.6800	4.62073
Learning at home	11.9200	3.54390
Volunteering	8.1200	4.33282
Decision-making	4.1600	2.69200
Community	13.7200	4.03039
Communicating	31.0700	8.76316
Child Academic Achievement	4.3040	2.59147

As shown in the table 1, the mean scores of parenting, learning at home, volunteering, decision- making, community, communicating and child academic achievements of the parents of 9th graders in Dhaka city were 36.68, 11.92, 8.12, 4.16, 13.72, 31.07 and 4.30 respectively.

Table-2 Correlation Matrix among Parenting, Learning at Home, Volunteering, Decision- Making, Community, Communicating and Child Academic Achievements (N = 100)

	Variable	1	2	3	4	5	6	7
1	Parenting	1						
2	Learning at Home	.366**	1					
3	Volunteering	.139	.490**	1				
4	Decision-Making	.089	.213*	.109	1			
5	Collaborating with the Community	.029	.409**	.388**	.175	1		
6	Communicating	.326**	.573**	.345**	.216*	.325**	1	
7	Child Academic Achievement	.229*	.340**	.264**	.363**	.283**	.377**	1

Note: *Correlation is significant at the 0.05 level (2-tailed) and **Correlation is significant at the 0.01 level (2-tailed).

Result of correlation indicate that the correlation co-efficient of parenting with learning at home is [r =.366, p> 0.01] which is statistically significant. Correlation co-efficient of parenting with volunteering is [r =.139, p> 0.01] which is not statistically significant. Correlation co-efficient of parenting with decision-making is [r =.89, p>0.01] which is not statistically significant. Correlation co- efficient of parenting with collaborating with the community is[r =.029, p>0.01] which is not statistically significant. Correlation co- efficient of parenting with communicating is [r =.326, p>0.01] which is statistically significant. Correlation co- efficient of parenting with student academic achievement is [r =.229, p>0.05] which is statistically significant. Correlation co-efficient of learning at home with volunteering is [r =.490, p>0.01] which is statistically significant. Correlation co- efficient of learning at home with decision-making is [r =.219, p>0.05] which is statistically significant. Correlation co- efficient of learning at home with collaborating with the community is [r =409, p>0.01] which is statistically significant. Correlation co- efficient of learning at home with communicating is [r =.573, p> 0.01] which is statistically significant. Correlation co- efficient of learning at home with student academic achievement is [r =.340, p>0.01] which is statistically significant.

Correlation co-efficient of Parenting with Child Academic Achievement is [r= .229, p>0.05] which is statistically significant. Correlation co-efficient of Learning at Home with collaborating with the Child Academic Achievement is [r=.340, p> 0.01] which is statistically significant. Correlation co-efficient of Volunteering with Child Academic Achievement is [r = .264, p>0.01] which is statistically significant. Correlation co-efficient of Decision-Making with collaborating with the Child Academic Achievement is [r=.363, p> 0.01] which is statistically significant. Correlation co-efficient of Collaborating with the Community with Child Academic Achievement is [r = .283, p>0.01] which is statistically significant. Correlation co-efficient of Communicating with collaborating with the Child Academic Achievement is [r =.377, p> 0.01] which is statistically significant.

Discussion

The general rationale for the present study was to explore the "Relationship of Parental Involvement with Child Academic Achievement". In order to analyze the data of the present study correlation co-efficient applied was on the scores of parenting, learning at home, volunteering, decision- making, community, communicating and academic achievements of the respondents. The results of this study offer a valuable understanding of the intricacies of such a relationship. The results will be discussed in the same order in which they were hypothesized. The first hypothesis states that parenting would be positively co-related to the child academic achievement. The results reported in table-2 indicate that there is a significant positive correlation between parenting and child academic achievement ($r = 0.229$). The obtained results confirm the first hypothesis. The second hypothesis states that learning at home would be positively co-related to the child academic achievement. The results reported in table-2 indicate that there is a significant positive correlation between parenting and academic achievement ($r = 0.340$). The obtained results confirm the second hypothesis. The third hypothesis states that volunteering would be positively co-related to the child academic achievement. The results reported in table-2 indicate that there is a significant positive correlation between parenting and child academic achievement ($r = 0.264$). The obtained results confirm the third hypothesis. The fourth hypothesis states that decision-making would be positively co-related to the child academic achievement. The results reported in table-2 indicate that there is a significant positive correlation between parenting and academic achievement ($r = 0.363$). The obtained results confirm the fourth hypothesis. The fifth hypothesis states that collaborating with the community would be positively co-related to the child academic achievement. The results reported in table-2 indicate that there is a significant positive correlation between parenting and academic achievement($r = 0.283$). The obtained results confirm the fifth hypothesis. The sixth hypothesis states that communicating would be positively co-related to the child academic achievement. The results reported in table-2 indicate that there is a significant positive correlation between parenting and academic achievement ($r = 0.377$). The obtained results confirm the sixth hypothesis.

The findings of Table-2 reveal that a positive correlation exists among parenting, learning at home, volunteering, decision- making, community,

communicating and child academic achievements. This result also confirms the seventh hypothesis that was formulated for this study. It can be said that parenting, learning at home, volunteering, decision- making, community, communicating and academic achievements are interrelated. However, in explaining these results of the present study it may be argued that parents can improve their children's academic achievement. The correlation that exists in this study among parenting, learning at home, volunteering, decision- making, community, communicating and child academic achievements corresponds with Epstein (1995) who reported that parental involvement improves student's academic achievement.

Limitations

The biggest obstacle felt by the researchers was that they thought that parents are often fearful of submitting to any survey where they have to express their opinion regarding their personal view. Along with not wanting to participate in the survey, the above issue could also lead to responses that do not directly relate how parents want to do for their children performance. Again because they could perceive retaliation for any answer that may cast their superiors in a negative light, some parents could "lie" and list answers that are false, thus skewing the results.

Conclusion

The findings of the present study led to draw the following conclusions: 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. 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 hypotheses were formulated within the framework of Epstein's theory.

Parental involvement in a child's education is an advantage that money cannot buy. All parents, regardless of economic status, race, or primary language, can do simple things like asking a child about school or attending a parent-teacher meeting. Being involved in your child's education not only helps your child to achieve more academically, but it also lifts teacher morale and provides you with the satisfaction of making a difference in your child's education.

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