

The Effects of Parent's Involvement in Primary-Level Schooling on Child's Academic Achievement

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Abstract :

Childhood academic achievement is a subject that attracted the attention of educators, researchers, and parents years ago. Several factors have a direct effect on the child's academic achievement such as teachers' and schools' qualifications, socio-economic and physiological status, and parental involvement. This study focused on one factor namely 'parental involvement'. It aimed at investigating the role of parental involvement in a child's academic achievement among primary school pupils in the region of Bechar. For such an investigation, a questionnaire was designed and distributed to parents. The results of the questionnaire revealed that primary schoolers' parents are highly involved in their children's education, this involvement is limited only to home environment; thus, they help their children in their education through teaching, explaining and discussing their problems. Besides, some parents even share the responsibilities with their children's teachers through communicating with them. This, in fact, enhances their children's academic achievement.

Key Words: Academic achievement; Children, parental involvement; primary school pupils

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Introduction :

Academic achievement refers to a student's academic outcomes that show how far s/he has progressed toward their learning objectives. In other words, it is the extent to which a student or institution has achieved either short or long-term educational goals. Students' grade point averages can be used to assess accomplishment, while graduation rates can be used to gauge achievement for institutions (Fan & Chen, ٢٠٠١).

Primary schoolers' academic achievement can be affected by various factors. Several studies documented that school achievement is related to socioeconomic status including maternal education, quality of housing and parental development; children's nutritional and developmental status; and school factors like years of schooling, type of school, teacher-students relationship, and curricula of the school (White, ١٩٨٢; Suryadarma, Suryahadi, & Sumarto, ٢٠٠٦; Wisniewski, ٢٠١٠; Liu, Peng, & Luo, ٢٠١٩).

This study aims at focusing on one of the above-mentioned factors namely parental involvement. Moreover, it investigates the effects of parental involvement on children's academic achievement. Thus, this study will answer the following questions:

١. Do parents interfere in the school life of their children?
٢. To what extent is parental involvement effective in improving the child's academic achievement?

I. Literature Review

Academic achievement is an important aspect of a student's life that is influenced by several compounding factors interacting with each other. Researchers still debate which factors have the largest impact on the academic achievement of students (Avnet et al., ٢٠١٩). School administrators can modify current methods to better

serve their student body by having a better understanding of the factors that affect student progress. The current study aims to investigate the impact of parental involvement on the academic achievement of primary school children.

Parental involvement is defined as parents' interaction with their child's school heads or teachers, communication with their children regarding different school activities (Ashim & Sahin, ٢٠١٨). It is the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities.

Parental involvement influences the child's academic achievements through home-based involvement, school-based involvement, and communicating with the school (McNeal, ١٩٩٩). According to Castro et al., (٢٠١٥), the academic achievements of those students whose parents have high academic predictions for their children and, develop and sustain communication with them about the activities of their schools are higher.

١. Types of Parental Involvement

Grolnick and Slowiaczek (١٩٩٤) classified parental involvement into three types: (١) Behavioral participation includes school-based activities, such as participating in parent-teacher meetings and school events, and home-based activities, such as helping with homework and chatting about school. (٢) Personal participation was caring about children's school life and knowing what was going on there. (٣) Cognitive and intellectual participation refer to exposing children to cognitively and intellectually stimulating activities such as going to the library, having talks about contemporary events.

However, Epstein (٢٠٠١) differentiated six levels of parental participation, ranging from basic parenting techniques to social partnership as follows:

Table 1:*Levels of Parental Involvement (Coşkun & Katıtaş, 2021, p. 419)*

Level	Category	Role
1	Parenting	establishing habits that assist parents in creating learning-friendly environments at home.
2	Communicating	developing successful home-to-school and school-to-home communications about school programs and students' academic progress.
3	Volunteering	parents who volunteer at school and attend school events as spectators.
4	Learning at home	parents assisting their children with schoolwork and other extracurricular activities.
5	Decision making	encourage parent engagement in school decisions, councils, and committees to help promote parental leadership.
6	Collaborating with the community	incorporating community resources and agents into school programming while emphasizing a sense of shared responsibility for the pupils.

١.١. Parental Involvement vs Parental Engagement

Several research studies have concluded that the best predictor of student's success is the extent to which families encourage learning at home and involve themselves in their child's education (McNeal, ١٩٩٩; Castro et al., ٢٠١٥; Ashim & Sahin, ٢٠١٨). They all agreed that when parents are involved in their children's school lives, pupils have the home support and knowledge they need to not only finish their assignments but also to develop a lifelong love of learning.

Parental involvement is different from parental engagement, in the sense that the latter is defined as parents and teachers sharing responsibility to help their children learn and meet educational goals and build a parent-teacher relationship (Sheldon & Jung; ٢٠١٥). Parental engagement occurs when educators invite parents to attend school functions or meetings and when parents offer their assistance both at home and at school. Parents promise to put their child's academic objectives first, and educators promise to listen to them and create an environment where they can work together.

For Ferlazzo (٢٠١١), parental involvement is the first step to parental engagement. While teachers can advise parents on some things, parents also have important information about their child that teachers might not know. Both can bring

perspectives to the table that enrich a student's learning experience. Neither is complete without the other. In this sense, he states:

A school striving for family involvement often leads with its mouth—identifying projects, needs, and goals and then telling parents how they can contribute. A school striving for parent engagement, on the other hand, tends to lead with its ears—listening to what parents think, dream, and worry about (Ferlazzo, ٢٠١١, p. ١٢)

١,٢. The Importance of Parental Involvement

Parental involvement in primary education matters now more than ever before due to Covid ١٩ consequences, such as the lack of parent-teacher meetings and activities as well as the school schedule accommodation. This leads to the fact that parents now started to play a role in their children's education.

According to Sheldon and Jung (٢٠١٥), when parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Parental involvement does not lead to child's high scores only, but their attendance, self-esteem, and graduation rate rises too. Relationships between parents and teachers are more than just a bonus in the classroom. They are essential for assisting kids in both the classroom and on a personal level in realizing their academic potential.

II. Methodology

٢,١. Participants

The participants of this study were ٥٠ parents whose kids study in primary school. Random and snowball selection were used. Random selection was done where one of the researchers went to a neighboring primary school and distributed the questionnaire to pupils to give to their parents. Snowball selection happened when the second researcher distributed the questionnaire to her neighbors and they were asked to distribute it to their friends and relatives as well. Thus, ٨٠ questionnaire copies were made and only ٥٠ answers were returned.

٢,٢. Method

In order to see whether parents are involved in their children's education and whether their involvement is effective, a questionnaire was designed and distributed to primary school pupils' parents. The questionnaire was designed in Arabic (see appendix) and it was divided into four sections. The first section was meant for the

background information of the parents. They were asked about their age, gender, level of education, occupation, number of kids they have, the grades of their primary school children, and who is more involved in their child's school life. The aim here is to investigate who is more responsible for teaching the children at home and attending school events. Besides, they were asked about their level of education with a presumption that only the well-educated parents may interfere in their children's school life.

The second section tackled the parents' involvement with children. In this section, several statements were provided and the participants were asked to tick the best choice/choices. Several statements were provided, such as I make sure that my child acts in accordance with his/her study schedule and study at home, I make sure that my child has a comfortable space for learning, I always talk to my child about his/her daily activities, I examine my child's homework, I make sure that my child has enough reference books and other educational necessities, I make sure that a learning environment with less noise from the television/radio when my child revises his/her lessons, I send my children to extra classes held at school, I send my child to paid tuition, I always talk with my child about his/her problems.

The third section was designed to investigate to what extent parents interfere with their child's teacher. It consists of three questions and under each question, several statements were provided. The first question was which of the following describes your relationship with the teacher in charge of your children? The following statements were provided:

- a. I share my views, expectations and beliefs about my child's learning.
- b. I share my feedback with teachers on my child's learning style and behaviour.
- c. I meet with teachers for updates on my child's educational attainment.
- d. I ask for teachers' opinions and suggestions to improve my child's academic performance.
- e. I ask teachers for exam forms to train and prepare my child.
- f. I discuss with teachers about the homework and assignments given to my child.
- g. I tell teachers about the problems my child faces.

h. I always try to read and communicate with teachers about the remarks written on my child's copybook.

The second question was which of the following describes your actions? five choices were provided:

- a. Do not accept homework with protest and inciting my children to the teacher.
- b. Protest against the verbal and physical punishment directed at my child in certain cases.
- c. Incite pupils to teachers and encourage them to respond offensively.
- d. Talk about the teacher in the presence of children and comment on their qualifications.
- e. Reduce the value of the teacher in front of the children.

The third question was an open-ended one where the participants were asked about their views concerning the above-mentioned practices in addition to their opinion of these actions and their implications for the educational attainment of their children.

The last section was about whether parents respond to educational activities in school. It consists of four questions. The first one was a yes/no question where they were asked whether they attend any activities and programs organized by the school. The second question was about their view in relation to the pupils' education. In other words, whether they believe that child's education is the parent's responsibility or school responsibility. The third question was about the communication between parents and school, i.e., the frequency of receiving any communication from school. The fourth question was about their view about the usefulness of this communication.

III. Results and Discussion

٣.١. Findings and Results

As mentioned earlier, ٨٠ questionnaires were distributed and only ٥٠ were returned. For the first question, the majority of the participants' age was between ٣٠ to ٥٠ years old. Besides, ٧٠٪ of the participants were males (fathers). Their level of education ranged from university-level (٩٠٪) to high school level (٢٠٪) and for their

occupation, ٩٤% picked 'working in a paid job', ٤% picked 'self-employed and only one participant said retired.

The following figure shows the number of children of the participants:

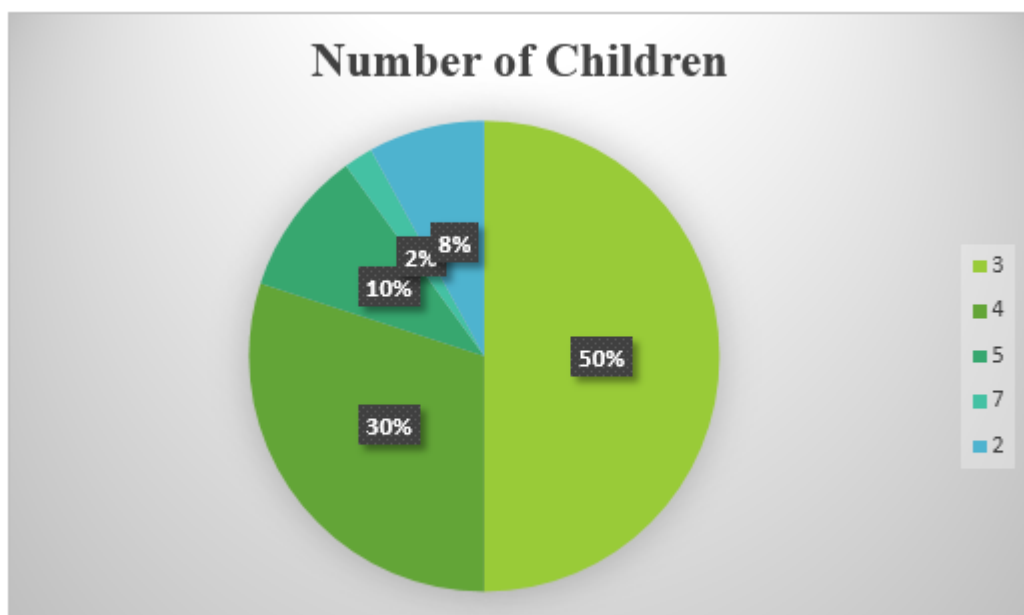


Figure 1: Number of Children of the Participants

For the grades of their primary school children, the majority of the participants (٧٦%) said that their primary-school children's level is 'good' and the rest picked 'average' as an answer. When they were asked about who is more involved in their children's education, ٥٠% of the participants chose 'the other parent' (i.e., the mother), ٣٠% picked themselves and the rest said 'both equally'.

In the second section, the participants were asked about their involvement with their children's education. The following table summarizes the findings of this section:

Table 2:*Parents' involvement with Children's Education*

Statement	Percentage
I make sure that my child acts in accordance with his/her study schedule and study at home	96%
I make sure that my child has a comfortable space for learning	80%
I always talk to my child about his/her daily activities	90%
I examine my child's homework	96%
I make sure that my child has enough reference books and other educational necessities	90%
I make sure that a learning environment with less noise from the television/radio when my child revises his/her lessons	70%
I send my children to extra classes held at school	20%
I send my child to paid tuition	0%
I always talk with my child about his/her problems	50%

As shown in the table above, the majority of the participants play a role in their children's education by following their schedule, helping them in their activities, some even send their children to extra classes held at school but none of the participants send their primary-school children to paid tuition.

In the third section, the participants were asked about their relationship with the teachers in charge of their primary-school children; the answers are provided in the following table:

Table 3:*Parents' Relationship with Teachers*

Statement	Percentage
I share my views, expectations and beliefs about my child's learning.	0%
I share my feedback with teachers on my child's learning style and behaviour.	76%
I meet with teachers for updates on my child's educational attainment.	76%
I ask for teachers' opinions and suggestions to improve my child's academic performance.	76%
I ask teachers for exam forms to train and prepare my child.	76%
I discuss with teachers about the home works and assignments given to my child.	0%
I tell teachers about the problems my child faces.	20%
I always try to read and communicate with teachers about the remarks written on my child's copybook.	80%

As seen in the above table, parents are involved to a certain extent in their children's education as well as the teacher's activities; however, they are not engaged since none of the participants share their views, expectations, and beliefs about their child's learning.

The second and third questions deal with the parents' actions towards the teachers' acts and ways of teaching. The majority of the participants believe that teaching is a great job and that their children's teachers are doing their best and they should be thanked for their hard work. They all agreed on the idea that talking about the teacher in the presence of children and commenting on their qualifications is a bad habit and it will have a bad effect on the children's academic achievement. However, ٣٠٪ of the participants picked 'protest against the verbal and physical punishment directed at my child in certain cases'.

The last section was about whether parents respond to educational activities in school. The first one was a yes/no question where they were asked whether they attend any activities and programs organized by the school; ٧٠٪ answered 'NO' and ٣٠٪ picked 'Yes'. The second question was whether they believe that child's education is the parent's responsibility or school responsibility; ٨٤٪ believe that both (parents and school) share equal responsibility and only ١٦٪ answered 'wholly school responsibility'. The third question which was about the frequency of receiving any communication from the school, ٩٦٪ said 'never', and ٤٪ said 'only once a year'.

The fourth question was about their view about the usefulness of this communication; ٥٠٪ said 'very useful', ٣٠٪ picked 'somehow useful' and the last ١٠٪ said 'I don't know'.

٣.٢. Discussion

Based on the above findings, it can be noticed that the majority of the participants are well-educated parents; this is clearly shown in their children's academic achievement (grades). Besides, they know their responsibilities toward their children's education, the teachers, and the school as well. They all act as a teacher at home by providing some explanation and help to their children. When they were asked about their relationship with the teachers, they all agreed on the idea that insulting teachers or talking about them in front of the pupils will have a bad effect on their children's academic achievement.

Looking back at the times of parental involvement provided by Coşkun and Katıtaş (٢٠٢١) and the findings of this study, it can be noticed that only three levels are used by Parents in the area of Bechar, namely parenting (establishing habits that assist parents in creating learning-friendly environments at home), communicating (developing successful home-to-school and school-to-home communications about school programs and student's academic progress), and learning at home (parents assisting their children with schoolwork and other extracurricular activities). Parents in the area of Bechar are far away from being engaged in school activities or decisions.

Conclusion:

To conclude, primary schoolers' parents at the area of Bechar are highly involved in their children's education, this involvement is limited only to home environment; thus, they help their children in their education through teaching, explaining and discussing their problems. Besides, some parents even share the responsibilities with their children's teachers through communicating with them. This, in fact, enhances their children's academic achievement.

Moreover, it can be said that parents need to play active roles in the learning of their children. Effective parental involvement improves academic performance. The parent-teacher relationship is important specifically to the well-being of a child, especially when the child needs support for self-regulation and behavioral challenges (Swap, ١٩٩٣).

Furthermore, it is recommended that parents should be engaged in their children education especially in the primary school level. They have to be active members in curriculum design and share their views about their children's study with the teachers and the school as well.

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Appendix

المعلومات الشخصية

١. العمر:
٢. الجنس:

☐ ذكر
 ☐ أنثى
٣. المؤهل العلمي:
٤. عدد الأطفال:
٥. ماهي الوظيفة التي تمارسها؟

☐ أ. عامل في وظيفة مدفوعة الأجر
 ☐ ب. عامل حر(ة)
 ☐ ت. ربّة بيت
 ☐ ث. طالب جامعي (ة)
 ☐ ج. عاطل عن العمل
 ☐ ح. متقاعد(ة)
 ☐ د. غيره، حدّد
٦. من بين الخيارات الآتية، من هو العنصر الأكثر مشاركة لطفلك في مشواره الدراسي؟

☐ أ. أنت

☐ ب. شريك حياتك

☐ ت. أنتما بالتساوي

ث. غيره، حدد.....

مدى تدخل أولياء الأمور في الحياة المدرسية لأبنائهم

اليك الخيارات الآتية، حدد الخيار الذي يصف مدى مساهمتك في الحياة الدراسية لأبنائك؟

أ. أحرص على أن يتصرف طفلي وفقا لجدول دراسته وان يتم ما عليه من واجبات منزلية.

☐

ب. أحرص على أن يكون لطفلي مكان مريح للتعلم.

☐

ت. أتحدث دائما مع طفلي عن أنشطته اليومية.

☐

ث. أحرص دائما على مراقبة واجبات طفلي المنزلية.

☐

ج. أحرص على أن يكون لدى طفلي ما يكفي من الكتب

☐

الدراسية وغيرها من الضروريات التعليمية.

☐

ح. أحرص على توفير البيئة التعليمية المناسبة الأقل

ضوضاء (التلفزيون / الراديو) خاصة أثناء مراجعة طفلي لدروسه.

☐

خ. أرسل أطفالي إلى حصص الدعم التي تعقد في المدرسة.

☐

د. أرسل أبنائي للاستفادة من الدروس الخاصة المدفوعة الأجر.

☐

ذ. أتحدث دائما مع طفلي عن مشاكله.

مدى تدخل أولياء الأمور في طريقة تدريس الأساتذة

١. أي من الآتي ذكره يصف علاقتك بالأساتذ المسؤولين عن أبنائك؟

☐

أ. أشارك المعلمين وجهات نظري وتوقعاتي ومعتقداتي حول تعلم طفلي.

☐

ب. أشارك ملاحظاتي مع المعلمين حول أسلوب التعلم والسلوك الخاص بطفلي.

☐

ت. ألتقي بالمعلمين للحصول على مستجدات عن التحصيل التعليمي لطفلي.

☐

ث. أطلب آراء واقتراحات المعلمين لتحسين الأداء الأكاديمي لطفلي.

☐

ج. أطلب من المعلمين نماذج امتحان لتدريب طفلي وتهيئته.

☐

ح. أتناقش مع المعلمين حول الأعمال المنزلية والواجبات التي تعطى لطفلي.

☐

خ. أبلغ المعلمين عن المشاكل التي يواجهها طفلي.

☐

د. أحاول دائما أن أقرأ وأتواصل مع المعلمين حول الملاحظات

المدونة على كراس القسم لطفلي.

٢. أي من الآتي ذكره يصف تصرفاتك كولي أمر مع الأساتذ المسؤولين عن أبنائك؟

☐

ب. عدم تقبل الواجبات المنزلية مع الاحتجاج وتحريض أبنائي على الأستاذ.

☐

ت. الاحتجاج على العقاب اللفظي والجسدي الموجه لابني في حالات معينة.

☐

ث. عدم الاكتراث لنفسية الأستاذ والضغطات التي يمر بها.

- ج. تحريض التلاميذ على الأساتذة وتشجيعهم على الردود الجارحة. ☐
- ح. التحدث عن الأستاذ في حضور الأبناء والاطناب في التعليق على مؤهلاته وطريقة تدريسه. ☐
- خ. التصغير من قيمة الأستاذ أمام الأبناء. ☐

٣. في اعتقادك هل يوجد أولياء يمارسون هذه التصرفات، وما هو رأيك الشخصي في هذه التصرفات وتبعاتها على التحصيل العلمي لأبنائك؟

.....

.....

.....

.....

مدى استجابة الأولياء للنشاطات التربوية في المدرسة

١. أنا أحضر أي أنشطة وبرامج تنظمها المدرسة.

أ. نعم ☐

ب. لا ☐

٢. تفكيراً بالتلاميذ والتعليم بشكل عام، هل ترى أن تعليم الطفل هو:

أ. مسؤولية الوالدين بالكامل. ☐

ب. مسؤولية الوالدين بشكل رئيسي. ☐

ت. مسؤولية المدرسة بشكل كامل. ☐

ث. مسؤولية المدرسة بشكل رئيسي. ☐

ج. مسؤولية المدرسة والوالدين تبعاً. ☐

٣. كم مرة تتلقى أي رسالة تواصل/استدعاء من المدرسة؟

أ. يومياً ☐

ب. معظم الأيام ☐

ت. أقلها مرة في الأسبوع ☐

ث. أقلها مرة في الشهر ☐

ج. أقل من مرة في الشهر ☐

ح. أقل من مرة في السنة. ☐

د. أبداً ☐

٤. في نظرك ما مدى فائدة هذا النوع من التواصل أو المعلومات من المدرسة؟

أ. مفيد جداً ☐

ب. مفيد نوعاً ما ☐

ت. غير مفيد إلى حد ما ☐

ث. غير مفيد كليًا ☐

ج. لا أعلم. ☐

علّل تجربتك
اختيارك
من
خلال