

Teachers Perception about Parental Involvement and Its Impact on Students Academic Achievement at Secondary Level

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ABSTRACT

This descriptive study has been carried out in order to investigate teachers' perception about the role of parents in academic achievement of their children. The importance of a collaborative engagement between parents and teachers in order to boost the academic achievement cannot be overemphasized; indeed, the two parties seem inseparable. Parental Involvement is the participation of parent's at home and in school activities. Academic achievement refers to the level of schooling students have successfully completed and the ability to attain success in studies. This study has been conducted to pave the way for maintaining better parental involvement which can further lead to maintain and flourish the academic achievement of their children. Population of the study consisted of teachers and parents of public high school students of District Mardan. Amongst them 40% schools were randomly selected. Data was collected through Likert scale questionnaire. Data was tabulated and analyzed by using different statistical tools like mean and standard deviation. Research revealed that there are still bad holes in parental involvement which needs to fill up especially no proper schedule for parents and teacher meetings. Moreover the study suggested to inform the parents about the curricular syllabi of their children in order to involve them effectively in school academic activities.

KEY WORDS: Parents, Teachers, Academic achievement, Teacher perception, Parental involvement.

INTRODUCTION

Home is one of the informal institutes for the children to learn from the environment provided by their parents. The educational uplift and development of a child depends upon the grooming that the children gain from their parents. Parents play the role of a catalyst to mould and shape the academic achievement of their children. The academic achievement of a child depends upon the nature of attention and care provided by the parents for the sake of better academic achievement (Fan & Chen, 2001). The participation of parents will compel the children to be involved in the academic activities which will increase the academic achievement and so the children will build their career and consequently, the children will become the fruitful and valuable member of society. It has been observed that those parents who are much more developed educationally, socially and economically can provide better environment, as a results the children of such parents are academically much stronger than those children who are not meeting such parameters.

The educational background of parents is also one of the important variables that influence the academic achievement of children up to great piece of extent. The nature and standard of parental involvement can be judged and measured by an instrument and that is teacher's belief and perception. Teachers can determine and predict the importance and nature of parental involvement. Educating a child is a joint venture of teachers as well as parents. The lack of involvement of any one of these parameters can directly affect the learning of a learner. So a strong communication and co-ordination is required for the time to time problem that arises during teaching learning process for better solution. The students remain with teachers for 6 to 8 hours in school but rest of the time they are with their parents, so the involvement of parents in student learning is maximum percent.

At secondary level the academic activities are much more advance than middle level. At secondary level, the academic activities increase so the children demand and expect a keen, continuous and solid effort from their parents. Learners can show a better academic achievement and positive attitude when parents show constant involvement in their education.

A continues parental involvement flourish the academic achievement of the students. Low test score or the failure of the students is because of lack of parental involvement (Luckier & Whaley, 2004). There is little research carried out on the relationship between parental involvement and the student's academic achievement at secondary level. Most of the research in this sector has been carried out on elementary school students. This study will provide

a deep rooted look on the aspects of parental involvement, their socio economic status and the teacher's perception regarding the academic achievement of the students at secondary level (Hoover & Dempsey, 2010). Results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables. The lack of parental involvement will lead to mental lethargy, tension which ultimately causes the disappointment and finally drop out of the schooling is the final outcome. The drop out affects the future of the students which leads to unemployment problems. So, parental involvement provides a concrete base for the solid foundation of children academics (Jayne, 2007).

REVIEW OF LITERATURE

Parent's role in children academic activities may come out to be strong initiator at any level of schooling. At secondary level various psychological and physiological changes occur that need a strong piece of control and grooming on behalf of parents. If these changes are not handled with care and in time, then there may be abrupt negative influences on student personality that led to loss of energy and academic hazards. High school students can show a much better result if they are stimulated by parents (Hill & Tyson, 2009). Parent's participation has a deep rooted effect on student academic activities. Children of those parents, who specify a target for their children, succeed in the educational career as parents had regular and constant concentration over student academic activities. Those children succeed whose parents encourage their children to carry on their hard work in order to get a dynamic position in society (Patrikakou, 2008).

Parents participation in children activities can be considered as a key variable that influence the academic activities up to great piece of extent. Majority of parents are still unaware about their precious role that they can play in the academic success of their children. Those children whose parents are not helping them, are poor in study. Teachers can play the role of a real father by contacting their parents to participate in their children academic activities (Wanke, 2008). Studies have indicated that there is a direct link between social and emotional variable with academic performance of students. The more the parents of a learner are social, the more the children will be social and will bear a positive approach. The more the parents are having the characteristic of loving and caring, the more it will have a positive and fruitful effect over the academic achievement of a learner (Griffith, 2009). Parent's involvement is such a variable that has deep rooted effects on every aspect of a child. Parental involvement influences curricular as well co-curricular activities. Parents are not only responsible for helping and coordinating the learning activities but are also having strong connection with how to compel the children to be focused towards their learning, how to behave with their peers, conduct level inside as well outside the class. Parents can directly help their children at home as well as can contact school. In other words, parents can coordinate at formal as well as at informal level for the sake of better academic achievement of their children (Hooge, 2010).

There occur a strong association between parent's participation and school activities. The more the communication of parents with teachers is strong, the academic achievement of students and vice versa. The communication of parents and its affect over the school activities are just like as the two sides of a same coin (Hooge, 2010). One of the critical and crucial factor that determines student academic achievement is, up to what extent, why and how the parental involvement moulds and shapes the academic achievement. There are mainly six types of parent involvement that influence academic functions (Valerie, 2011).

There are different perceptions of parents and teachers regarding the definition of parent's involvement. According to teachers' opinion, parental involvement can be considered as their regular and constant contact with school. The contact may be direct with teachers at school or it may be in the form of e-mail or any social networking application like Skype, Yahoo messenger, WhatsApp etc. According to parents, parental involvement is the collection of all those activities that is carried out at home. There is always a positive influence when parents are given the opportunity to participate in school based activities (Jayne, 2003). Once parents are getting involved in the academic activities of their children, the results will obviously come out as positive which will enhance the academic performance of the children. So, first of all a message should be sent into the mind of the parents that their keen interest is very much important for the constant success in the academic performance of their children (Anderson, 2007). Teachers have the opinion that if parents play the role of a volunteer for the sake of better academic achievement of their children, as a result of this volunteer function, so many sectors of schooling can be polished such as the recruitment, training, teaching methodology, and so many other aspect that affect the academic achievement of the students (Epstein, 2008).

Objectives of the Study

1. To explore the perception of teacher's about parental involvement on students' academic achievement.
2. To determine the effects of parental involvement at home on student's academic achievement.

3. To find out the effects of parental involvement in school on student’s academic achievement.
4. To explore the perception of parents about parental involvement on students’ academic achievement.

RESEARCH METHODOLOGY

The study was descriptive in nature. All teachers and parents of public secondary school students of district Mardan were constituted as population of the study. Out of which 40% schools were selected randomly as sample of the study. Data was collected personally through questionnaire, and the collected data was tabulated, analyzed and interpreted in the light of the objectives of the study by using different Statistical tools like mean and standard deviation.

Data Analysis

Table 1. Contacts with teachers in parent’s perception.

S.No	Statement	N	Mean	S.D
1	In case of any problem with the child, parents immediately contact with the teachers.	540	3.5242	1.31895
2	Parents contact with the teachers is a pleasant experience.	540	3.8905	1.12470
3	Children parents’ can ask teachers any question they have in their mind.	540	3.9536	1.07164
4	There is proper schedule of parent’s teachers meetings.	540	4.0482	1.07415
5	Parents always attend parent teacher meetings.	540	3.9777	1.06458

The mean score for the contact of parents with teacher is 3.5242 which indicate that parents are agreed that whenever their child is having a problem, they immediately contact with teachers. Mean score for pleasant environment is 3.8905 which show that parents are agreed about their meeting with teachers. Mean score for open mind of parents is 3.9536 which reveal that parents are agreed. Mean score for proper schedule of parent teacher meeting is 4.0482 shows that parents are agreed that they have proper schedule of meeting. While 3.9777 mean score shows that parents are agreed that they attend parent teacher meetings.

Table 2. Collaboration with teachers in parent’s perception.

S.No	Statement	N	Mean	S.D
1	School values the opinion of parents.	540	4.0353	1.05810
2	Parents respond positively whenever they are called by principle.	540	3.9369	1.06294
3	There is friendly relationship between the parents and the teachers concerned.	540	4.0612	1.02295
4	Parents are agreed that their children are being well prepared by school for future challenges	540	3.9332	1.07142

Mean score value of 4.0353 shows that parents are agreed that school gives value to the opinion of parents. Mean score of 3.9369 shows that parents are agreed about the positive behavior of parents with principal. Mean score 4.0612 shows that parents are agreed about their friendly relationship with teachers. Parents are agreed that school is well preparing their children for future challenges as shown by the mean value of 3.9332.

Table 3. Participation in schooling in perception of parents.

S.NO	Statement	N	Mean	S.D
1	Parents cooperate with teachers in maintaining school discipline.	540	3.9685	1.11634
2	Parents help out voluntarily any school activity.	540	3.9351	1.09979
3	Parents know about their children curricular syllabi.	540	4.0501	1.14526

Mean score 3.9685 shows that parents are agreed that they cooperate in maintaining school discipline. Mean score of 3.9351 shows that parents are agreed about the volunteer role in school. Mean of 4.0501 shows that parents are agreed that they knew the syllabi of their students.

Table 4. Involvement at home in parent’s perception.

S.NO	Statement	N	Mean	S.D
1	Parents often read books with their children and encourage their children to read on their own.	540	3.9814	1.08025
2	Parents are informed by their children about the daily academic activities.	540	4.0204	1.12324
3	Parents help their children in completing their home assignments.	540	3.9852	1.05770
4	Parents talk at home with children about what they learn at school, almost on daily basis.	540	3.9963	1.12590

Mean score of 3.9814 shows that parents are agreed that they read books with children. Mean score 4.0204 shows that parents are agreed that their children inform their parents about daily activities on daily basis. Mean value of 3.9852 shows that parents are agreed that they help their children in completing home assignment. Mean value of 3.9963 shows that parents are agreed that they discuss with children about daily school activities.

Table 5. Contact with teachers in perception of teachers.

S.NO	Statement	N	Mean	S.D
1	In case of any problem with the child, parents immediately contact with the teachers.	180	3.4667	1.30062
2	Parents contact with the teachers is a pleasant experience.	180	3.9444	1.21316
3	Children parents can ask teachers any question they have in their mind.	180	3.8222	1.29957
4	There is proper schedule of parent's teachers meetings.	180	2.1333	1.46276
5	Parents always attend parent teacher meetings.	180	3.6111	1.31765

Mean value of 3.4667 shows that teachers are agreed that in case of any problem with the child, parents immediately contact with the teachers. Mean value of 3.9444 shows that teachers are agreed about the pleasant contact of parents with teachers. Mean value of 3.8222 shows that teachers are agreed that parents can ask any question they have in their mind. Mean value of 2.1333 shows that teachers are disagree that there is proper schedule of parents teachers meetings. Mean value of 3.6111 shows that teachers are agreed that parents always attend parent teacher meetings.

Table 6: Collaboration with teachers in perception of teachers.

S.NO	Statement	N	Mean	S.D
1	School values the opinion of parents.	180	2.9944	1.23947
2	Parents respond positively whenever they are called by principle.	180	3.2444	1.16092
3	There is friendly relationship between the parents and the teachers concerned.	180	3.5778	1.25050
4	Parents are agreed that their children are being well prepared by school for future challenges	180	2.8167	1.37201

Mean value of 2.9944 shows that teachers are disagree that school gives values to the opinion of teachers. Mean value of 3.2444 shows that teachers are agreed that parents respond positively whenever they are called by the principal. Mean value of 3.5778 shows that teachers are agreed that there is a friendly relationship between parents and teachers. Mean value of 2.8167 shows that teachers are disagree that parents are agreed that their children are being well prepared by school for future challenges.

Table 7 Participation in schooling in perception of teachers

S.NO	Statement	N	Mean	S.D
1	Parents cooperate with teachers in maintaining school discipline.	180	2.3500	1.30095
2	Parents help out voluntarily any school activity.	180	2.4722	1.29645
3	Parents know about their children curricular syllabi.	180	2.4167	1.33234

Mean value of 2.3500 shows that teachers are disagree that parents cooperate with teachers in maintaining school discipline. Mean value of 2.4722 shows that teachers are disagree that parents help out voluntarily any school activity. Mean value of 2.4167 shows teachers are disagreed that parents knew about their children curricular syllabi.

Table 8. Involvement at home in perception of teachers

S.NO	Statement	N	Mean	S.D
1	Parents often read books with their children and encourage their children to read on their own.	180	2.6389	1.21795
2	Parents are informed by their children about the daily academic activities.	180	2.5000	1.36394
3	Parents help their children in completing their home assignments.	180	2.8000	1.34704
4	Parents talk at home with children about what they learn at school, almost on daily basis.	180	2.6444	1.24453

Mean value of 2.6389 shows teachers are disagreed that Parents often read books with their children and encourage their children to read on their own. Mean value of 2.5000 shows teachers are disagreed that Parents are informed by their children about the daily academic activities. Mean value of 2.8000 shows teachers are disagreed that Parents help their children in completing their home assignments. Mean value of 2.6444 shows teachers are disagreed that Parents talk at home with children about what they learn at school, almost on daily basis

Conclusions

In the light of statistical analysis following conclusions were drawn.

- Majority of the respondents were of the opinion that whenever parents were facing any problem regarding their children academics, they directly contacted teachers. Parent teacher's contact happened in a peaceful way. Children's parents discussed and asked questions to clear the ambiguity they had in their mind. Majority of parents admit that school did good job for academic achievement of their children.
- Majority of teachers had the opinion that parents had no proper schedule of meetings with teachers.
- Majority of teachers had the opinion that parents do not cooperate with teachers in maintaining school discipline. Parents do not carry out the volunteer role in any school activity. Parents don't know about the syllabi of their children.
- Majority of teachers perceived that parents did not often read books with their children nor they encouraged their children to read on their own.
- Majority of the teachers perceived that parents were not informed by their children about the daily academic activities. Parents did not talk at home with children about what they had learnt at school on daily basis
- Majority of the teachers perceived that parents were not enough educated that they could handle their children academic problems.
- Majority of the teachers had the opinion that parents did not discuss their children academic matters with other parents.

Recommendations

In the light of conclusions, the following recommendations were made.

- It was found that there were seldom parents to parent collaboration. It is recommended that parents should collaborate with each other and share their experiences for the sake of better academic achievement.
- It was found that majority of the parents were not enough educated to handle their children's educational problems. It is recommended that parents who are not educated or having low educational qualification should strictly send their children to attend remedial summer coaching provided by the school if they are academically weak.
- In order to carry out more fruitful parental involvement, it is recommended to introduce parenting as a subject or part of a subject in the teachers' refresher courses. It is also recommended that those parents whose children are having poor academic achievement may be called for meetings and they will be informed about the importance and role of parents involvement in the children academic achievement.
- It was found that majority of parents had no specific schedule of meeting with teachers. It is recommended that monthly based meetings should be held amongst the weak students' parents and teachers to sort out the weak areas of students.
- It was found that majority of parents did not cooperate with teachers in maintaining school discipline. It is recommended that parents should collaborate with teachers. Subsequently, a peaceful environment will lead the students on the route towards better learning environment.
- It was found that majority of the parents did not know about their children curricular syllabi. Parents needs to establish communication with teachers about school programs and student progress.
- Majority of the parents did not persuade their children to watch educational program on electronic media. It is recommended that parents need to be encouraged to use modern technology items academically in order to have positive impact on students academic achievement

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