

Impact of Parental Involvement on Pupils' Achievement in Elementary Schools of Taluka

Khairpur

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ABSTRACT

The study explored the ways parents are involved in their children's education, impact of parental involvement and challenges hindered parents to get involved actively. It has demonstrated that parents were trying their best to participated and get involved in their children's education to add in their achievement. On the other hand, parents faced several challenges that hinders them from active involvement. This study was based on qualitative research design, data was collect through semi-structured interviews from twelve parents in which six mothers and 6 fathers were included. This study found that where parental involvement is crucial for pupils' achievement, school administrations and teachers can ensure such platforms where parents can get updated with their children's progress. As for as parents, study recommends proper management of their work and other responsibilities in order to pay their efforts and time for effective and active involvement in their children's education.

Keywords: Parental involvement, Achievement, Supported learning

INTRODUCTION

"When parents are involved in their child's education, they are more likely to have higher expectations for their child's achievement, and their child is more likely to meet those expectations" (Hill & Taylor, 2004).

Parental involvement is a noteworthy constituent in pupils' achievement and success. As mentioned by (Farmer, 2024), all the essential efforts and support systems provided by parents to support their children's learning and helping them to get their motives achieved is said as parental involvement. While pupils' achievement can be considered as the accomplishments made by pupils in their learning areas and they can growth and develop holistically (Naite, 2021). One study has found that the parents who are interested in their children's education and show interest in educational activities of their children, actually they are source of motivation for their children (Shimi, Azmi, & Ganesh, 2024). Children can get better support at home by their parents in many ways; for instance, parents can help their children in home assignment, provide them essential learning resources, appreciate their children for their accomplishments and discuss the issues which are between them. Besides children's can be supported when parents actively attend necessary event at the school and participated there as a volunteer (Shimi, Azmi, & Ganesh, 2024). According to many studies it has been acknowledged very well that parental involvement has remarkable

impact on pupils' achievement but knowledge gap also exists to understand and implement the ways to support the children's learning at home (Anthony, May 2023).

The current study is purposed to find the ways, parents are involved in their children's education and effectiveness of parental involvement and address the barriers being faced by parents to get involved in their children's education actively. This research is conducted in Taluka Khairpur to explore the impact of parental involvement in pupil's achievement at elementary level schools.

Objectives of the study

This study is aimed to achieve objectives as under:

- To identify the types of parental involvement in pupil's achievement in elementary schools of Taluka Khairpur.
- To find out the effects of parental involvement in pupil's achievement in elementary schools of Taluka Khairpur.
- To explore the obstacles in parental involvement in pupil's achievement in elementary schools of Taluka Khairpur.

Research Questions

In accordance with the objectives mentioned before, the study has answered following question:

- What type of parental involvement is being observed in pupil's achievement in elementary schools of Taluka Khairpur?
- What are the effects of parental involvement in pupil's achievement in elementary schools of Taluka Khairpur?
- What are the obstacles for parental involvement in pupil's achievement in elementary schools of Taluka Khairpur?

LITERATURE REVIEW

Parental involvement is considered as social need and an individual and families are responsible for that. (Castro, 2015). Generally, it can be said that an active parents' participation involves developing their children holistically i.e. to get the children developed Socially, emotionally and academically (Castro, 2015). (Muhammad Ilyas, 2019) has stated that parental involvement refers to parents' active participation in their children's academic activity for instance in parent-teacher meetings, as volunteer in school activities and motivating their children to complete their homework. It has found that active involvement of parents' has very positive and significant impact on children's personality development, motivation and performance in their academics (Naite I. , 2021). Parents can facilitate their children at home so that an active learning process can take place. Activities at home can be like: student achievement can be supported by parents' supervision during school and homework and discussion which can be made related to issues between children and parents (Mwakililo & Magya, 2021). According to a study published in the journal of school psychology those parents who take active part in their children's education they are actually contributing in their children's development, their children develop with sense of self-worth and high self-esteem (Utami, 2022). (Farmer, 2024) has stated that parents' reinforcement for their children at home includes helping them while doing home assignments, reading to them and promoting a positive learning attitude, When Parents at home are involved in providing needed resources and helping educational activities of their children either in classroom setting or outside of traditional classroom setting is referred as supported learning. The study has found that parent-teacher communication has crucial role in pupil's achievement, through which pupil's academic progress can be informed and discussed regularly, It can be a combine effort by teachers and parents to communicate effectively and openly in order to ensure their

support in pupils' learning (Farmer, 2024). Parents can help their children to develop all essential skills by encouraging, reinforcing and promoting positive attitude, behavior, creating self-esteem in their children and bring improvements in maintaining and supporting conducive learning environment. (Farmer, 2024).

Reviewing different research studies, it has found that parental involvement is being hindered by several obstacles. These obstacles are poverty, time constraints, low education level of parents, communication gap between parents and teachers as well as students, and lack of awareness to understand the need of parental involvement. One study in which school administrators were interviewed, the researcher has found that salient barrier that hinders the ability of parents to get involved actively in their children's education is due to parents' and teachers' attitude and family resources, to overcome the barriers trainings and orientations can be fruitful (Sapungan & Sapungan, 2014). An other researcher has considered poverty as prominent hindrance in getting parents' participated in their children's education (Angwaomaodoko, 2023).

Parents at Taluka Khairpur have been involved in several educational activities of their children and contributed in their achievement in elementary schools. Therefore, the current study was aimed and significant to dive into parents' perspectives regarding their involvement in their children's achievement and the challenges they have coped with.

METHODS AND MATERIALS

Research method is referred as a set of enquiry, method of sampling, choosing sample, data gathering tools and procedures for data analysis and interpretation involved in any specific study (Bugti, 2024) This study is based on a qualitative research design. (Ugwu, 2023) ha defined that qualitative research is based on feelings, ideas or experiences. To explore the impact of parental involvement in their children's achievement semi structured interviews were conducted from twelve parents with equal ratio of six fathers and six mothers. Questionnaire was consisting of open ended questions. Convenient sampling was used to select the participant parents.

This research was conducted in Khairpur Taluka. Data was analyzed by using thematic analysis which is used to analyze data related to opinions, thoughts, feeling and other descriptive perspectives (Rosairo, 2023). The researcher thoroughly red the interview transcripts to get familiarized with the collected data. For the generation of themes initial coding method was used. Peer checking and member checking strategies were employed to ensure the accuracy and validity of results.

RESULTS AND DISCUSSION

The findings of this research are represented as under, initial and final themes were generated on the basis of responses of parents where the ways of parental involvement, its impact on pupil's achievement and the barriers to parents in getting involved in their children's education.

Theme 1. Parent-teacher Communication

Many studies have defined of parent-teacher communication as a part of parental involvement. Parent-teacher communication is said as a vital bridge between the schools and societies to develop a mutual relationship between teachers and parents (Grover, 2014). On the basis of responses this theme is further divided into two sub-themes.

Sub-Theme 1.1 Frequency of communication

According to the responses seldom and occasional communication took place between parents and teachers, for instance “..., twice in a month” R1. “..., 2-3 times,” R2. “..., weekly” R4. “once in a month...” R10. “..., especially on monthly basis” R12

Sub-Theme 1.2 Means of Communication

Respondents have declared that they communicated with their children’s teachers through several ways and means, as it is mentioned in responses that “..., WhatsApp and parent teacher meetings” R1. “..., I usually communicate through phone calls and texts.” R2. “..., I meet teachers in free time.” R3. “I communicate with my child’s teacher through phone call, text messages/WhatsApp and sometimes visit the school...” R5. “Once or twice a month via call and messages” R6. “..., meet up with their teachers” R11.

Theme 2. Supported Learning

When learning takes place by the support of parents i.e. assisting their children in several school and class related activities and providing them all the support needed to learn in a better way is said as supported learning (Shimi, Azmi, & Ganesh, 2024), this theme is consisting of three sub-themes.

Sub-Theme 2.1 Environment and Assistance

Many of the parents have mention about quiet and conducive learning environment and support that they are providing to their children at home examples can be quoted from responses i.e. “I provide quiet and comfortable space to study..., help them with their assignments” R2. “I assist my child in homework, explain concepts and problem solving” R3. “I try to create peaceful environment where they can study..., helping them with assignments and explaining difficult topics to them...” R4. “I provide guidance to complete their homework...” R7. “set fixed time and quiet space for study” R8. “..., like reading together with them, helping them with homework with simple task like coloring or basic mathematics” R9. “I provide a conducive study environment...” R12.

Sub-Theme 2.2 Learning Resources and Tools

Responses also reflected that children are facilitated by their parents in many ways, one of them is provision of learning resources and materials for example, “..., I provide learning materials...” R1. “..., I provide all the necessary resources such as text books, stationery and learning tools” R4. “..., I provide all the learning tools and resource to my child such as Books, Stationery, educational apps, games...” R5.

Sub-Theme 2.3 Emotional support and motivation

Along with other support parents have mention emotional support and ways of motivation that they are providing to their children examples are quoted “I Provide emotional support and motivation... Setting high expectations and goals, encouraging self-reflection and self-assessment, growth mindset and love for learning” R1. “..., emotional support..., to help them build confidence and motivation” R5. “...and motivate her... Offer rewards and incentives for achievements” R6. “..., encourage them to ask questions related to their work” R7. “..., like emotional support, by providing them encourage praise and reassurance to help build confidence and motivations” R9. “I prefer to spend time with them and ask them about their school activities” R10. “..., and watch study-related movies with them” R12.

Theme 3 Effects of Parental Involvement

A correlational study has found that along with other factors involved in pupils' achievement, parental involvement has influential effects in that regard (Asmatullah & Kiazai, Impact of Parental Involvement on Academic Performance of , 2022). This theme is divided into two sub themes.

Sub-theme 3.1 Academic Achievement

Parents have responded that their involvement has remained effective in their children's academic achievement as it is mentioned in responses *"Improved grades and academic performance..."* R1. *"I've noticed that my child's grades have been steady, and they seem to be enjoying school"* R2. *"improved academic performance, ...better grades and test scores"* R5. *"I have witnessed improvement in my child's school performance, their grades..."* R6. *"I observed improvement in my child progress"* R8. *"..., improved academic performance"* R9. *"..., she always tries her best become more productive"* R11. *"..., their grades have really improved..."* R12.

Sub-Theme 3.2 Personality Development

Parental involvement is significantly contributing in children's personality development, many of parents have declared in their responses for example *"..., increased self-esteem and confidence, enhanced critical thinking and problem solving skills..."* R1. *"They've also become more confident in their abilities, ..."* R2. *"..., children get confidence to tell parents their difficulty they are facing in study"* R3. *"my child appreciates my involvement in his activities. He feels confident, ..."* R4. *"Increased Confidence, ...enabled them to take more challenging tasks, ...Stronger Work Habits including self-discipline and responsibility"* R5. *"..., children feel more motivated when parents show interest in their education"* R7. *"They become more confident and easily share their thoughts and feelings"* R10. *"..., they're more confident and motivated, ..., develop a love for learning"* R12.

Theme 4 Challenges to Parental Involvement

Despite of the efforts that parents are doing to get involved in their children's learning, challenges are also getting them bothered to get involved effectively as many of the parents have mentioned in their responses i.e. balance between their home and work responsibilities, time management obstacles and communication barriers, examples can be quoted as *"Balancing family and work responsibilities. Finding time to attend school meetings and events"* R1. *"My biggest challenge is to manage home chores and children responsibility"* R2. *"..., managing time, visit of school in working hours"* R3. *"I am a working lady I couldn't get sufficient time to observe my son's education. ..."* R4. *"Multiple Responsibilities, ... little time for involvement in my child's education"* R6. *"It gets challenging to balance my work and personal life responsibilities along with providing sufficient time for my child's education"* R7.

Some of the parents are stating that they want to be get more involved but there are communication barriers that hinder to communicate with their children's teachers for instance *"..., communication with teachers and help in homework..."* R5. *"I faced teachers' different behavior while being more involved..."* R9. *"..., somehow, feeling difficulty in communication with teachers due to cultural or religious perspective, ..."* R10.

Theme 5 Other Support Systems

Respondents were crucially concerned and mentioned some other support systems that can add in effectiveness of parental involvement for example “..., regular progress updates from the teacher through parent-teacher organizations or support groups” R1. “..., workshops or seminars on parenting and education” R2. “an online platform where we can communicate with teachers, access homework assignments, and track our child's progress. ...” R3. “..., school should report children progress in monthly in email and WhatsApp. ...” R4. “Tutoring Services via online, parent-child therapy, ... Cultural events and educational activities, ...Community services. ..., tutoring and online educational resources will be meaningful additional support systems in supporting my child's learning” R6. “..., regular progress updates, online learning platforms should be aligned to provide educational resources, homework and parent education workshops” R9. “..., if navigating child more in positive digital environment they can learn things more quickly” R10. “..., integration of technology in their learning process is very useful for our kids’ support” R11. “..., hiring a tutor for personalized guidance. ..., ask a knowledgeable family member or friend for support. ..., homework helps services, ...” R12.

CONCLUSION

The current study was aimed to explore the ways parental involvement and its impact and effectiveness on pupils’ achievement in elementary schools and disclose the challenges and barriers faced by the parent in that regard. On the basis of responses received from the parents overall 5 themes were produced from analysis of responses received through semi-structured interviews. This study disclosed that parents communicate to their children’s teachers and visit schools to participated in educational activities of them [denote to sub-theme 1.1 R1, 2, 4, 10, 12] and by various communication means they get updated with their children’s progress [denote to sub-theme 1.2 R1, 2, 3, 5, 6, 11]. The results are aligned with the study (Escol & Alcopra, 2024) Pupil’s learning was supported by their parents in different aspects they have mentioned about provision of environmental facilities which play important role in children’s focused learning [denote to sub-theme 2.1 R2, 3, 4, 7, 8, 9 12]. Learning process needs supported resources too so parents have mentioned the learning resources and materials they provided to support the learning of their children at home and school [refer to sub-theme 2.2 R1, 4, 5]. Emotional support and motivation is another factor that boost pupil’s learning and achievement, parents have mentioned the ways they support their children’s emotions and encourage them [refer to sub-theme 2.3 R1, 5, 6, 7, 9, 10, 12]. These findings are associated with the study (Angwaomawodoko & Ejuchegahi, 2023) which explored that all type of parents’ participation in their children’s education is beneficial, emotional and behavioral involvement has noteworthy significance.

A significant impact of parental involvement on pupil’s achievement was explored in this study, academic progress is witnessed by many of the parents due to their active involvement in their kid’s education [refer to sub-theme 3.1 R1, 2, 5, 6, 9, 11, 12]. Pupil’s achievement is highlighted in different term by the parents, they have stated that their children’s personal development is also a result of their involvement [refer to sub-theme 3.2 R1, 2, 3, 4, 5, 7, 10, 12]. These findings were lined up with studies in which researchers have stated that students whose parents were involved in their education, have high opportunities of achievement (Naite I. , 2021) and (Chikwe & Ryn, 2024)

Challenges were part of the parents’ distractions to be involved effectively in their children’s education. Mainly they have mentioned the challenges related to time management, balancing their home and work responsibilities and communication gaps due to several reasons [refer to theme 4 R1, 2, 3, 4, 5, 6, 7, 9, 10]. The result was lined up with the findings of study (Mwakililo & Magya, 2021) revealed that parents are not fully participating due to home and work responsibilities. They seemed more passionate to get involved by signifying other ways of support that they can ensure in their children’s education and achievement like they wanted to be more educated regarding parenting and supporting their children’s

learning, they suggested ways that teachers and schools can adopt to ensure parental involvement effectively and prominently [refer to theme 5 R1, 2, 3, 4, 6, 9, 10, 11, 12].

Precisely, this study concluded that parental involvement has prominent impact on pupil's achievement and parents have taken efforts to get involved in their children's education which has resulted their children's achievement and progress. Besides, the findings have also specified the challenges of time constraints, communication gap and lack of balance between home and work responsibilities which can be overcome by support systems mentioned earlier.

RECOMMENDATIONS

This study recommends as following:

- An effective and active parental involvement in children's education be ensured by the school administrations, teachers and parents. School administrations arrange such collaborative events and activities with parents to get them involved.
- Communication gaps be filled by using online ways efficiently among teachers and parents. Alternative ways be used where verbal or direct communication is hindered. Online platforms be arranged by school administrations to let the parents be connected.
- Workshops, educational and awareness conferences and sessions be organized to make the parents learn about parenting and significance of parental involvement in their children's education.
- This study concentrated on impact of parental involvement on pupil's achievement in elementary schools of Taluka Khairpur therefore it can be extensively studied at other school and institutional levels.

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