

Multiple Facets of Parental Involvement and the Homework Performance of Primary Level Students

Tooba Saleem¹ & Farkhanda Zaffar²

Abstract

This study examined the influence of multiple facets of parental involvement on the homework performance of primary school students. The research was quantitative in nature. We used survey method to investigate the influence of different facets of parental involvement on the homework performance of their children with the help of self-constructed questionnaire. We collected data from primary level students (n= 120) and their teachers (n=20) from 10 primary school. Self-constructed Parental Involvement Questionnaire (PIQ, 17 items) was used to collect data from students and Homework Performance Questionnaire (HPQ, items 13) was used to collect data from teachers. Parental involvement was determined with respect to three facets i.e., 1) administrative, 2) emotional and 3) cognitive. Inferential statistics were applied to analyze data. Independent sample t-test was conducted to assess the high and low parental involvement on the homework performance of students which was found significant ($p < .05$) for the administrative involvement ($p=.049$) and cognitive involvement ($p=.005$). The findings indicate the role of parents intellectual and organizational input on the homework performance of their children at primary level.

Keywords: administrative involvement, emotional involvement, cognitive involvement, homework performance

¹ Lecturer, Secondary Teacher Education Department, Allama Iqbal Open University

² Visiting Lecture, University of Azad Jammu and Kashmir.

Introduction

Parents and teachers are considered as the immediate layer of a child's primary environment that plays a significant role in its development according to Bronfenbrenner's ecological system theory. The immediate place of parents in a child's life is called as microsystem that encompasses the relationships and interactions fueling a child's behavior towards surroundings (Berk, 2000). In this way, parental involvement in any activity related to the learning and development of their children helps to shape their positive or negative beliefs and behaviors towards that activity. A positive contribution and involvement of parents in their children's homework activities influence the way children learn from these activities and ultimately influence their academic performance. Parental involvement has been found a significant factor contributing positively towards the academic success and achievement of students (Froiland & Davison, 2014; Piquart, 2015).

These research studies were conducted from the perspective of teachers, parents (Kowalski & Froiland, 2019) and students (Keith, 1991; Thomas, Backer & Lombaerts, 2020). In these studies, parental involvement in children's academic activities and achievement was given a considerable attention at different grade levels (Toren, 2013; Thomas, Backer & Lombaerts, 2020).

A meta-analysis (Hattie, 2009) on parental involvement in learning investigated 716 studies and revealed high correlation between parents' ambition and their expectations about children outcomes and mediated with background factors (Boethal, 2003). Hong and Lee (2003) reported that parents' suitable form of monitoring can help the students with low concentration and picking power while work under parent's monitoring or receive routine feedback. In addition to this, the benefits of the involvement of parents were found directly related to results of motivation of the children to excel in overall learning (Chunis, 2011; Kaya & Lundeen, 2010; Hoover-Dempsey et al., 2005). However, these multiple facets of parental involvement were explored and reported separately in previous studies. There needs to investigate that how these different facets of parental involvement influence the homework performance of the students. In this context the present study examined the multiple facets of parental involvement and its influence on homework performance of students at primary level.

Statement of Problem

Parental role has a significant contribution to the academic achievement of their children, the fact has been recognized by many authors in past. There are multiple forms

of parental involvement i.e. their cognitive input in children's homework, the way they have a hold over the homework activities and their praise to motivate the children in performing homework activities. Although, the literature recognizes these multiple facets of parental involvement and their influence in academic performance of children but studying these multiple facets as a phenomenon may open the way teachers guide the parents to look into the homework activities of their children and to improve their academic performance through this lens in constructive way.

Objectives of the Study

1. To examine the multiple facets of parental involvement among the parents of primary level students
2. To compare the effect of multiple facets of parental involvement on the homework performance of primary level students.

Research Questions

1. What is the level of parents' administrative, emotional and cognitive involvement at primary level?

Hypothesis

- H₀₁ There is no significant difference between homework performance of students with high and low parents' administrative, emotional, and cognitive involvement at primary level?

Literature Review

The phenomenon of academic performance of students has been studied from many sides, emphasizing the contribution of factors from students' teachers' and parents' sides. Parents and teachers are considered the strong influencers in this context as they make the microsystem that encompasses the relationships and interactions fueling a child's behavior towards surroundings. Hence, the reviewed literature focused on the understanding of the multiple facets of parental involvement and its significance in homework performance of early graders.

Generally, the term parental involvement in the context of homework activities has been defined as "the dedication of resources by the parent to the child within a given domain" (Grolnick & Slowiaczek, 1994, p. 238). Closer review of the construct unveils

many different understandings of the term. Previously, the term “parental involvement” referred to various forms of educational involvement (Keith, Keith, Troutman, & Bickley, 1993) parents’ educational expectations for their children, home–school interaction, parents’ interest in their children’s schoolwork, involvement in the homework activities and process, and participation in school activities (Carter & Wojtkiewicz, 2000; Crosnoe, 2001; Gonzales- Pienda et al., 2002).

Bryan & Sullivan (1997) asserted that during the homework assignments completion parental involvement is crucial as they provide resources of study location and support to make homework task more productive. Higher academic performance has been seen in junior primary students with the involvement of parents, it also involves parents of lesser educational achievement.

Considering the factual analysis, it has been witnessed that parents’ involvement in children’s education holds immense significance to raise their children learning skills through their viable expertise and broader knowledge. (Backer & Epstein, 1982) research work on family and community involvement suggests that the success of children is directly proportional to the level of communication between parents and teachers. According to Bailey, Silvern and Brabham (2004) to boost the confidence of their children, although parent’s encouragement and involvement is essential but engagement of parents in child’s homework is a difficult task. However desirable results can be achieved by encouragement of certain activities, like parents teachers meeting, parents day at school, seminars and training session.

It is pertinent to mention that Human capital development depends upon primary education. Globally, Economists and educationists have generated positive links between the ability of learner to contribute in nation building through primary school education. Developed states predominately focus on primary education to boost their social development and political stability (King, et.al., 1993). In educational process the major responsibility lies on parents as they are dominant actor in the whole process.

In order to improve efficiency, a lot of research been conducted on factors which influence educational out comes. These factors include educational inputs, teachers, physical facilities, text book and class size. However, the educational program seeks very less attention. But, parent’s engagement is considered to play key role in child’s learning. To promote parental involvement in child education many countries have implemented multifarious policies. For instance, School Based-Management (SBM) emphasize that one can improve quality of education with the help of teachers, parents and with collaboration of all stakeholders (World Bank, 2008). The involvement activities of Parents also appear to impact student’s achievements through guidance and

instructional relations that range from simple questions to processes planned to develop understanding of complex and problem-solving ability.

The guided or collaborative learning as per the identification of theorists (Rogoff, 1990) instructional activities of parents seem vital to learning of attitude skills, and knowledge related with school success. According to Hoover-Dempsey et al. (1995) despite having lesser knowledge of content and solid strategy relating to teaching parents often have advantage over teachers in guiding; for example, parents exhibit an inclination to respond their children's exclusive styles and particular learning preferences so therefore they help in extending certain suitable methods to enhance child skills and understanding.

In order to generate the link between student's accomplishment and homework, few researches depicts that the practice of 'interactive homework' or kind of homework that obliges student to complete that work while intermingling with other family members. Voorhis (2000) states that requirement of interactive homework of the children is the parents' support and involvement. Interaction between children and their parents in context of supporting them with homework is complex and under research to determine parents, attitudes to home work, and to provide them with guidelines to assist their children during homework sessions.

According to Spera (2005) there are two styles in which parents communicate with their children. The first is love-oriented style, in which parents make use of warmth, praise and emotional affection with their children. Second style is interaction object-oriented in which parents withdraw objects such as toys to respond to their children's behavior are less likely to have positive relationship with their children, where love is withheld. These two styles will have different result on children's behavior, and most probably on children's experiences when doing homework.

Weiss et al. (2005) described that parental involvement is among the most significant but one of the most ignored factor which provide great support for children's learning both at home and at school. For more than 40 years, the efficacy of parental involvement on child's educational and societal results has been manifested (Weiss et al., 2009). So to advance their educational goals the governments, communities and schools want to enhance the role of Parental involvement (Desforges & Abouchar, 2003). Further they described that the participation of the parents also enhances the standards of education in schools by revamping their teaching methodology and objectives. Those schools turned out to be more successful which acknowledge the productivity of involvement of parents, make efforts to child's learning and improve the collaboration between school and home as compared to schools which do not pay heed to such kind of involvement (Hornby, 2011).

Few researches stated that parents are presumably less involved in assisting their children's learning as they may face various hurdles like deficiency of confidence, lack of knowledge, and due to absence of proper communication mechanisms. Such kind of hurdles in particular might be the reason for parents in decreasing the level of their involvement in their children's learning and in particular 'science knowledge' because parents may have low levels of understanding or have undesirable experiences (Kaya & Lundeen, 2010).

Parental involvement while considering the long term, may impart a constructive outcome on student's capacity to involve in self-adoptive and self-regulated activities by encouraging the advancement of learning approaches such as planning, goal-setting, management of time and concentration (Patall et al., 2008).

Hoover-Dempsey et al. (2001) concluded that there can be three reasons that show that why supporting of parents with homework may have these encouraging outcomes: modeling, instruction and reinforcement. Parents can establish themselves as important models while assisting their kids with homework. This concept is based upon the proposition of children's learning through observation. As parents play important part because of being influential and possessing skills and abilities that children keep in high regard also there are no immediate outcomes of the child's performance at home.

Although, researchers have failed to investigate the multiple facets of parental involvement as single measure of parental involvement, it is important to treat the parental involvement as a multidimensional concept, allowing the differential effects of the various components to be disentangled (Englund, Luckner, Whaley, & Egeland, 2004). Because, treating this term just as "helping children in homework activities" is the most typical form of measurement of this term (Pezdek, Berry, & Renno, 2002; Wingard & Forsberg, 2009) and because homework is the setting in which home and school overlaps most closely (Warton, 2001) the present study focuses on parental involvement in homework activities treated this construct as multifaceted construct.

Methodology of Research

The research was descriptive in nature. Cross sectional survey design was used to investigate the influence of three facets of parental involvement on the homework performance of grade four and five level students from 10 primary level schools.

Population and Sampling

The total number of primary schools in the city of Hattian Bala is 22, out of which 9 are private and 13 are running by Government. Conveniently sampling technique was used

to select the 10 schools. The 120 students and 20 teachers each from 5 governmental and 5 private schools were sampled for this research. The data were collected from students (n=120) and their teachers (n=20) in city Hattian Bala. Detail is given in the following table 1.

Table 1

Information about Sample Characteristics of Students

| Sr. | Sample Characteristics | n(120) |
|-----|---------------------------|--------|
| 1. | <i>Gender</i> | |
| | Male | 63 |
| | Female | 57 |
| 2. | <i>Grade</i> | |
| | 5 th | 60 |
| | 4 th | 60 |
| 3. | <i>Father's Education</i> | |
| | Illiterate | 3 |
| | Primary | 17 |
| | Middle | 29 |
| | Metric | 49 |
| | Intermediate | 2 |
| | Bachelor | 4 |
| | Master | 6 |
| 4. | <i>Mother's Education</i> | |
| | Illiterate | 28 |
| | Primary | 39 |
| | Middle | 20 |
| | Metric | 15 |
| | Intermediate | 4 |
| | Bachelor | 7 |
| | Master | 7 |
| 5. | <i>Age (in years)</i> | |
| | 8 years | 5 |
| | 9 years | 16 |
| | 10 years | 43 |
| | 11 years | 34 |
| | 12 years | 16 |
| | 13 years | 4 |
| | 14 years | 2 |

Table 2*Information about Sample Characteristics of Teachers*

| Sr. | Sample Characteristics | n(20) |
|-----|------------------------|-------|
| 1 | Gender | |
| | 1.Male | 4 |
| | 2.Female | 16 |

Instruments of the Study

In this research two questionnaires i.e. parental involvement (PI) and homework performance questionnaire (HPQ-T) were used to collect the data from students and teachers. A scale to measure the parental involvement in homework activities was developed by the researcher. The scale of homework performance was filled by the teachers of those students who filled parental involvement questionnaire. Both questionnaires were close ended. The performance was measured based on high- and low-level performance of students in homework activities.

Pilot Testing

Pilot testing of Parental Involvement Questionnaire (PIQ) was done to find the reliability of subscales of PIQ and overall questionnaire as given below:

Table 3*Cronbach's Alpha Reliability Value of Parental Involvement Questionnaire (PIQ)*

| Facets of Parental Involvement | Cronbach's alpha value | Sample item |
|--|------------------------|---|
| 1.Administrative Involvement (6 items) | .659 | 3. Parents check my homework diary daily. |
| 2.Emotional Involvement (6 items) | .658 | 11. Parents feel happy after reading comments of teacher. |
| 3.Cognitive Involvement (5 items) | .619 | 17. Parents teach me the lesson. |
| Total Scale (17 items) | .770 | |

Procedure of the Study

Data was collected through questionnaires and surveys. Consultations were made with the administrators of schools to get time for collecting data. Researcher visited class rooms and informed consents of willingness to participate in research were filled from teachers to fill up the Homework performance of the students. Data about parental involvement were collected only from those students who were willing to fill the questionnaires. The questionnaire about homework performance of those students is filled by their teachers.

Data Analysis and Results

Along with descriptive analysis inferential analyses were also performed include independent sample t-test one way ANOVA to check the influence of parental involvement on homework performance of students.

Preliminary Analysis of Administrative, Emotional and Cognitive Involvement

Descriptive analysis was conducted to examine the cases with higher and lower range of parental involvement by different facets i.e. administrative, emotional and cognitive parental involvement as presented in table below:

Table 4

Descriptive Analysis of Administrative, Emotional and Cognitive Parental Involvement

| Facets of Parental Involvement | Level of Involvement | N(120) | M | SD |
|--|----------------------|--------|--------|-------|
| 1.Administrative Involvement (6 items) | Low | 9 | 31.000 | 2.248 |
| | High | 111 | 36.090 | .703 |
| 2.Emotional Involvement (6 items) | Low | 5 | 29.800 | 5.848 |
| | High | 115 | 35.965 | 7.437 |
| 3.Cognitive Involvement (5 items) | Low | 9 | 29.000 | 4.847 |
| | High | 115 | 36.252 | 7.384 |

There were two level of involvement low and high. The range of mean low level of administrative involvement was (M=31.000) standard deviation was (SD=2.248) and mean of high level mean was (M=36.090) standard deviation was (SD=.703). The range mean of low level of emotional involvement was (29.800) standard deviation was (5.848) and mean of high level was (M=35.965) standard deviation was (SD=7.437). The range of mean low level of cognitive involvement was (M=29.000) standard deviation (SD=4.847) and mean high level was (M=36.252) standard deviation was (SD=7.384).

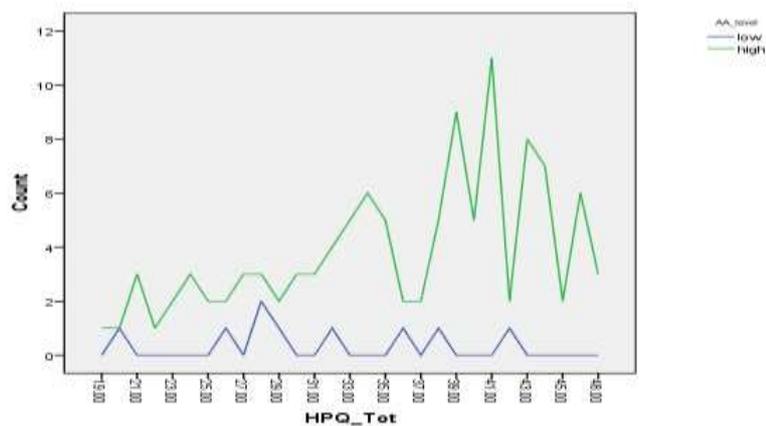


Figure1. Administrative Parental Involvement

Figure1. This graph is showing the lower and higher mean value of administrative parental involvement.

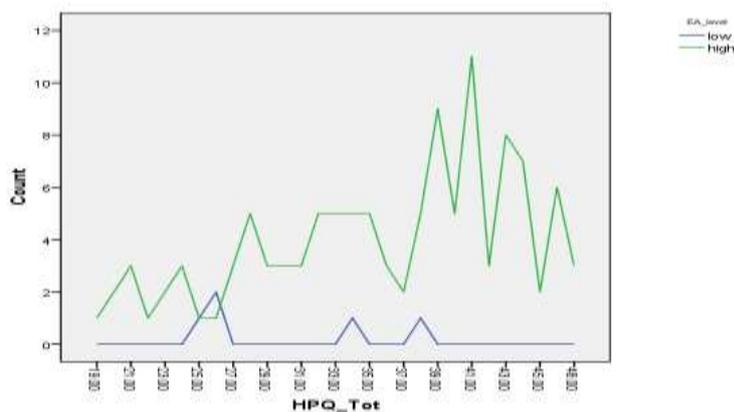


Figure2. Emotional Parental Involvement

This graph is showing the lower and higher mean value of emotional parental involvement.

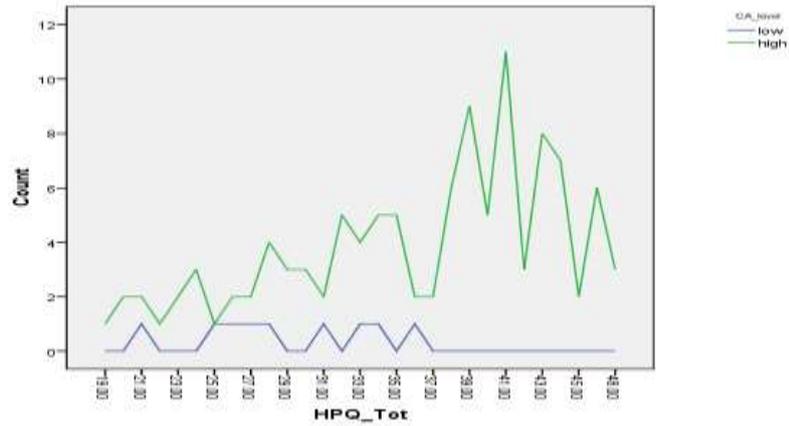


Figure3. Cognitive Parental Involvement

This graph is showing the lower and higher mean value of cognitive parental involvement.

Table 5

Level of Administrative, Emotional and Cognitive Parental Involvement and Homework Performance of Students

| Facets of level | n | M | SD | t | df. | p |
|---|----------------------|------------------|----------------|--------|-----|-------------|
| Parental Involvement | | | | | | |
| 1. Administrative Involvement (6 items) | Low: 09 High: 111 | 31.000 36.090 | 2.248 .703 | -1.993 | 118 | .049 |
| 2. Emotional Involvement (6 items) | Low: 05 High: 115 | 29.800 35.965 | 5.848 7.437 | -1.826 | 118 | .070 |
| 3. Cognitive Involvement (5 items) | Low: 09 High: 111 | 29.000 36.252 | 4.847 7.384 | -2.890 | 118 | .005 |

Note. Significant at $P < .05$

Independent sample t-test was conducted to check homework performance of students on three subscales administrative, emotional and cognitive parental involvement. The value of administrative parental involvement was found ($p=.049$) and the value of cognitive parental involvement was found ($p=.005$) which is significant.

Discussion

In comparison of low and high level of parents' administrative involvement there was found a significant difference ($p=.049$) on the homework performance of students at primary level. The higher level of administrative involvement of parent in homework activities of their children contribute positively towards homework performance as reported by teachers. The results of current research indicated that administrative involvement of parents has positive impact on the homework performance of children by improving their skills and knowledge through proper monitoring. Statistically it also showed significant value of administrative involvement of parents as the p value ($p=.049$) is the result of administrative involvement in the current research. (Hong & Lee, 2003) showed that adult and other parents often benefit while keeping in view the suitable form of monitoring for students with diverse individual requirements for example, close monitoring can help the students who are easily distracted or who struggle with learning and may get profit in comparison with the students who prefer to work near a parent or receive routine feedback.

The current research showed that emotional involvement of parents in homework activity of their children does not always significantly bring about any progress as in the given case, but in general it has positive impact on children. Statistical analysis also indicated the insignificant value of emotional involvement in the current research as the p values is ($p=.070$). Marchant et al. (2001) stated that after observing increase attention from their parents to their educational capabilities and academic achievement, the inspiration and awareness of propensity will propagate in children.

Parental cooperation in homework provides children with many chances from their parents to perfect their knowledge and approach. Cognitive involvement also enable the children solve the problems with the help of advanced cognitive approach of their parents. In the current study results, showed significantly positive impact on children (Hoover & Sandler, 1995). It is obvious that lower level of parental education leads to learn lower level of student enrollment and learning and when parents provide guidance to their children in homework increases educational skills of them.

In comparison of low and high level of parents' cognitive involvement there was found a significant difference ($p=.005$) on the homework performance of students at

primary level. The higher level of cognitive involvement of parent in homework activities of their children contribute positively towards homework performance as reported by teachers.

Conclusions

The result of this study provide strong evidence that parental involvement in homework assistance in various forms, such as overall environment of home, monitoring of homework by parents, reading out lessons to children and helping to solve difficult questions have excellent impact on the homework performance of their children. Parental involvement therefore, confirms the significance of involving parents in homework activities especially regarding the facets of cognitive and administrative involvement.

Recommendations

Following recommendations are made based on the findings of the research:

- Parents may fix specific time and provide specific place to their children during homework activities to get better administrative control over the activities.
- Parents may check homework dairy of their children daily.
- There must be a mutual collaboration between institutes and parents, so that problems regarding children homework activities can be easily dealt.
- Seminars and workshops may be organized for the parents to emphasize their role of managing activities that can elevate children's academic achievements.

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