

Parental Involvement and Academic Self-Concept: A Comparative Study of Government and Private Secondary School Children

Lubna Ahmed Soomro^{1*} and Muniza Malik²

Abstract

This study examined the relationship between the parental involvement and academic self- concept of the private and government secondary school students. Thus, it was hypothesized that the parental involvement would be a significant predictor of academic self-concept of children, and also that there would be the differences in parental involvement and academic self-concept of the private and government school children. The sample was consisted of two hundred participants, among them hundred were students of government schools, and similarly hundred were the private school children of grades 6th to 8th. The parental involvement scale was given to the parents and academic self-concept was administered on the children; and they also reported the involvement of their mother or father in such the studies. The age range was 11 to 14 years for children and of parents was 35 to 45 years. The results of the study indicated as the positive relationship of parental involvement with academic self-concept of school students. The parental involvement found as a significant predictor of the academic self-concept of students. The parents of the private school children found more involved than the parents of government schoolchildren. The implications discussed in terms of increasing awareness among government schools to involve the parents more in the studies of their children for better learning outcomes.

Keywords: Parental Involvement; Academic Self-concept; Private and Government school.

1. Introduction

Parents are the pillars of every family; they not only fulfill the basic needs of their children, but also guide them to flourish as a mature, the responsible, successful and creative individual. (Straight, et al., 2008). Parents play an important influential role in their children's lives from academics to socio-occupational settings. During the last few decades, educational psychologists are taking a keen interest in non-cognitive factors that plays the very much important role in achievement of students. The most important indicator of student' success is the degree to which parents appreciate learning at home and engage themselves in their child's education. Parental involvement theory is an emerging influential theory about the influence of parental role from academics to psycho-social development of children (Epstein, Hill & Tyson,

¹ Department of Psychology, University Of Sindh, Jamshoro, Sindh, Pakistan.

² Department of Psychology, University Of Sindh, Jamshoro, Sindh, Pakistan.

*)Corresponding Author.

Email: melubna@hotmail.com

2009). The different empirical studies have pointed out the positive relationship of parental involvement at home as well as at school with better learning outcomes and academic self-concept and self-efficacy of students (Boonk, Gijsselaers, Ritzen, et al., 2018). The parental involvement is a long-term process where parents not only enquire about the performance of their children in school, but they help their children in home work and full fill their duties as the responsible parents (Tsemrekal, 2013).

School is the most important part of learning and academic life because in these early years of learning (Aremu, & Sokan, 2003). Children learn the different learning skills, study habits, discipline and organization of studies and effective learning abilities to achieve their academic goals successfully. Therefore, school education demands a continuous involvement of parents with teachers, and learning during these years help children throughout their lives in terms of achievement, motivation to learn and awareness as well as trust on their potentials and abilities. The several studies have indicated the importance of parental involvement in the academics of child in school as well as in a home for the strong foundation of knowledge, motivation and love of learning in their children (Cleary, & Zimmerman, 2004; Farkas, & Grolnick, 2010; Daniel, & Berthelsen, 2016). Academic self-concept represents an idea of the beliefs of students about themselves and their skills (Dong, Wang, Zhu, Li, & Fang, 2020). It is a mental image of who we are as a person, about our own abilities, attributes, qualities and short comings. When the parents participate in their children's school activities, students not only feel the confident, but also develop a deep love of learning. Teachers, who motivate the parents to increase their role in their children education, often see a reflective outcome in their students' behavior, motivation, and grades (Deutscher, & Ibe, 2004).

1.1 Parental Involvement and Students' Academic Self-Concept

The frequency of parental participation in schooling positively influences the learning of children. Parents can make contribution in helping children with homework and can attend parents' teacher meeting as well as they can talk to teachers about the performance of child in class, his/her behaviour towards studies, teachers, any weak areas and shortcomings so forth (Flouri, Buchanan, & Bream, 2020). When the parents and teachers work together, students' performance, their self-concept, and motivation to work hard increases positively (Hill, et al., 2009). The parent-teacher as a positive relationship is one main key for helping students to achieve their academic goals successfully. The various studies on parental involvement found as an association between parental involvement, and the development of the positive self-concept and self-efficacy (Bergsten, 1998; Hill, 2001; Wynn, 2018). Parents' partnership in schools during elementary school years establishes a solid foundation in raising student academic performance.

The positive self-concept at an early age enables the students to have the positive feelings of them about capable of doing the different tasks and

motivate them to face the various day to day challenges and strive for success. The Findings have suggested that students own subjective self-concept is the more important for academic success and the future adjustment (Walker, Hoover-Dempsey, Whetsel, & Green, 2004). The positive self-concept is the important because it influences the feelings and behavior, the way we perceive ourselves is a main key of how we act later on. Negative self-concept related to education can minimize a student's motive to learn and his capacity to focus and his readiness to take the risks. Many researches proved that involvement of parents in education helps to increase students' class performance, minimize absenteeism and maintain parents' confidence in children's studies (Hanafin & Lynch, 2002; Jeynes, 2005). Students believe in themselves and their abilities make them able to deal with the practical issues of professional life. The positive self-concept helps them in the achievements of big successes in life ahead. Successful attainment of goals in life demand the consistent performance and to deal with the ups and downs in life effectively and confidently (Jaiswal, & Choudhuri, 2017). Parental involvement with children in home and school make them more independent, the more resilient, able to learn better problem-solving behavior and increase a consistent attitude, which serves an asset in their life later for becoming a more competent and self-reliant individuals. Involvement of both mother and father is an important, although mostly studies conducted on mother-child involvement (Kwan, & Wong, 2016).

According to Thomas, Muls, Backer, and Lombaerts, (2019) parents, teachers and school partnership can be a prime source of achieving students' success. To maximize the potential of students' full parental involvement is needed. So, schools should encourage the parents to make effective contribution in helping children to work better and achieve their academic goals (Sanders, & Sheldon, 2009). Parents positive contribution toward children education may lead students to become more interested in their school work and motivates them not to give up easily if they find difficulty in school assignments or any academic tasks because they are well aware that their parents are always there to help them (Zimmerman, 2008).

Sometime school's administration doesn't facilitate the parents to take part in school activities especially low-income group of parents mostly not entertained properly. This becomes worse if some parents are uneducated, which makes it the difficult to establish a healthy relationship between school teachers and parents; and it also influences children learning and studies negatively (Shumane, 2009).

2. Significance of the Study

School education serves as a foundation to develop learning skills and motivation for achievement in the children. It is the most important time period which nurtures the potentials and skills of success in students, therefore; it should be focused by the parents beside teachers. Such the findings would be helpful to design a strategic plan to suggest the parents that

how they can participate more effectively and purposefully in the academic of their children along with teachers at schools. In Pakistan generally and in Sindh particularly less research work has been found on involvement of parents with students' academic self-concept. Parents' role is the significant in children's physical, social, emotional and academic development. When we talk about education and schooling of our children parents roll are often neglected or considered less as being compared with teacher's role, despite of the fact that parents' role attitude and actions have a great effect on students' academic performance.

Another major aspect of students' success in exams is their perception about their own position in academics, when they feel that they can perform good, they will do good .so, another major issue parents and teachers usually ignore- is academic self-concept of students that is the basic and chief element of student's success in academics.

This research would investigate one important facet of education which is the significance of parental involvement and students' self-academic concept. Moreover, it would compare the parental role and academic self-concept among children belonging to the government and private schools.

The findings would be helpful to design a strategic plan to suggest the parents that how they can participate more effectively and purposefully in the academic of their children along with teachers at schools.

3. Research Questions

- 1) Is there any difference in the involvement of parents in studies of their children and academic self-concept among the government and private school children?
- 2) What is the relationship between the parental involvement, academic self-concept and academic achievement among school children?
- 3) Is the parental involvement a predictor of academic self- concept of students?

4. Objectives

The research objectives were:-

- a) To assess the parental involvement as predictor of academic self-concept
- b) To assess the relationship between the parental involvement and academic self-concept
- c) To measure the difference in the parental involvement and academic self-concept between government and private secondary school children

4. Hypotheses

Following hypotheses were formulated:-

- 1) There would be a positive relationship between the parental involvement and academic self-concept.
- 2) The parental involvement would be a significant predictor of academic self-concept of secondary school children.
- 3) There would be the significant differences in the parental involvement and academic self-concept of the government and private secondary school students.

5. Methodology

5.1 Research Design

This study is based on the cross-sectional quantitative survey research with correlational research design.

5.2 Sample

The sample (N = 200) of two hundred students was collected from the government and private schools. One hundred participants from the government secondary schools and hundred from the private schools were included in the sample. The data were collected from students of eight and ninth grade students. The scales were administered in the classroom with the help of class teachers. Informed consent was taken from the students and their parents' consent was also taken with support of the school Principals or administration. The scales were administered on the students with parental permission. The researcher was present all the times and any question about any item, and study was answered. Instructions were given verbally and these were also printed on the scales clearly.

5.3 Instruments

The following instruments were used in the current study.

5.4 Demographic Information Form

The demographic information questionnaire was comprised of all items that included information about the respondent during the research. It included the variables including name, gender, age education; occupation and financial status.

5.5 Parental Involvement Scale (PIS)

It is developed by Steven, Sheldon and J. Epstein (2007). The scale consists of 25 items and, it has two subscales- parental involvement at home and parental involvement at school. The response category is 4-point scale ranging from always to never. The reliability of the scale $r = 0.86$, suggesting the reliable status of the scale (Steven, Sheldon & Epstein, 2007). The scale was translated in Urdu through back translation technique for this study, and again reliability was assessed in the pilot study before conducting a main study.

5.6 Academic Self-Concept Scale (ASCS)

It is developed by Iftikhar Ahmed and Anis-ul-Haque (1997), in Urdu language. The scale comprised of 40 items and the response category is 5 point likert scale, ranging from very correct to never correct. It is a reliable scale to measure academic self-concept, the chronbach alpha coefficient is $r = .89$ (Ahmed & Haque, 1997).

5.3 Data Collection

The principals of government and private schools were contacted individually and permission as taken for data collection after explaining the significance and purpose of the study. Some schools refused to collect data and hence, it was collected from those institutions which allowed and provided access to students and parental permission. Before the administration of scales instructions were given, and informed as well consent was taken. Data as collected from the students – have the parental consent.

5.4 Limitations

The limitation of the study is in terms of data collection as focused that Data was taken only from the secondary school students of Hyderabad city, other areas were not covered. Therefore, the results cannot be generalized on rest of the population.

6. Analysis of Results

For the analysis of results, the simple linear regression analysis and t-test were calculated. The following tables are presenting the findings of analysis in terms of hypotheses testing (see Table 1.).

H1: There would be a positive relationship between parental involvement and academic self-concept.

Variables (N=200)	P.I		A.S.C		r
	M	SD	M	SD	
	46.692	8.024	100.4286	1.32670	0.51**

*Note: df = 198, **p < .01 (P.I = Parental Involvement, A.S.C = Academic Self-Concept)*

Table 1. Correlation Coefficient of Parental Involvement and Academic Self-Concept

Table 1, is suggesting a significant relationship between the parental involvement and academic self-concept. Further, it shows that more parental involvement in the studies of children tends to increase their academic self-concept.

H.2: Parental involvement would be a significant predictor of academic self-concept of school students.

For this hypothesis, the simple linear regression analysis was performed (see Table 2.).

Predictor	R	B	SE	t	p
A.S.C	.260	.188	11.66	1.925	.05
	R-Squared		.068		
	Adjusted R-Squared		.049		
	F		3.620		
	df		2,200		

Table 2. Linear Regression Analysis of Parental involvement and academic self-concept

Linear regression analysis indicated parental involvement as a significant predictor of academic self-concept of the school students ($R^2 = .068$, $F = 3.620$, $p = .05$). The Beta value indicates 18-point increase in academic self-concept with one point increase in the parental involvement. Analysis, further indicated that parental involvement may cause nearly 6% variance in the academic self-concept of students, as indicated by the R-squared value (.068).

H3: There will be the significant differences in the academic self-concept of the students of government and private schools.

For the third hypothesis, the independent sample t-test was calculated (see Table 3.).

Variable	Pvt. Sch		Govt.Sch		t-test	p	Cohen's d
	M	Sd	M	Sd			
P.I	12.06	8.10	9.75	10.54	2.30	.02	0.24
A.S.C	18.39	9.66	10.27	12.36	2.23	.02	0.73

Note: $df = 198$, $p < .05$ (Govt.S.C = Government School children; P.S.C = Private School Children; A.S.C Academic self-concept)

Table 3. t-test of the scores of government and private school students on academic self-concept

The Table 3, is presenting the results of independent sample t-test of parental involvement and academic self-concept of school students. The significant differences found in parental involvement ($t = 2.30$, $p < .05$) and academic self-concept ($t = 2.23$, $p < .05$) of the government and private school

children. The parental involvement and academic self-concept of the government school children is lower than the private school children.

7. Discussion

The findings of the study indicated the parental involvement in the studies of children as a significant predictor of their academic self-concept. It indicates the positive influence of parental guidance to children in education at home or at school increases their trust on their skills. These findings are consistent with the previous studies such as (Andreson & Yale 2018). The parental involvement of private school children is more in the studies of their children as compared to government school children. This finding is in line with the previous studies such as (Byren, & Marsh 2015).

Parents' attention towards academic problems or difficulties of their children positively enhances their academic performance (Amani, Nazifi, & Sorkhabi, 2020). The parents of the children of government schools must try to involve in the studies of their children because it will increase the self-concept and confidence of their children. The reason of less involvement of the parents of children studying in government schools may be that government schools do not have proper setup or environment to take parents on board in matters related to the study problems of their children. The parent teacher meetings are not conducted regularly. Secondly, the majority of the parents of government school children belongs to low socio-economic group, so they have the least time to get involved in the studies of their children due to remain busy in economic related activities. Furthermore, there is also a mindset that when a child gets admitted in school the education and studies of the child is only the responsibility of school teachers. This style of thinking needs to be replaced by a more positive and practical approach for the betterment of children.

The academic self-concept of the students plays an important role in their academic progress (Shumane, 2019). It is the ability and assurance of a student about his or her own skills to overcome the academic challenges and hurdles successfully. Parents no doubt try to help and guide their children in studies, but mostly in the early classes. At the secondary and senior classes their involvement is mostly around asking that what are they studying, and is there any problem or not? But at this level, an active involvement is needed as at the primary level of education (Daniel, Wang, & Berthelsen, 2016). The continuous parental observation and involvement has a direct as well as an indirect impact on the academic performance of children (Stiller, & Ryan, 1998). The direct impact is in terms of the responsible behavior of students towards studies, class behavior, regular completion of homework and attendance at school, when they saw continuous involvement of their mother or father towards their studies and school work at school and home too (Kelly, 2000). Indirect impact of parental involvement and guidance regarding the different academic problems is in terms of their positive self-concept and self-assurance that they will complete their tasks successfully, as the parental consistent involvement raises their confidence in their abilities and they try to take better decisions

(Fuentes, García-Ros, Pérez-González, & Sancerni, 2019). If they have any failure teacher and parents' directions and keep them motivate as well they try to understand their shortcomings.

8. Conclusion

Parental involvement plays the significant role in the academic performance and positive self-concept of students. Beside teachers, parents should pay the attention to the studies of their children at secondary and higher levels too. The active involvement and support of parents in such the studies - has positive influence on the academic performance of the students. Parents must pay an attention to build a good study environment and their active and continuous involvement in the studies of their children at home beside school is more important. The parents of private schools found more involved in the studies of their children as compared to the government school children. It is the issue which may add up in the performance of government and private school children. The parental guidance in studies at home has the positive influence on the education of children. The home environment facilitates the academics positively influence the motivation of student to learn and to remain an engage in the academic.

9. Recommendations and Suggestions

Parents should be engaged more in the studies of their children at home as well as at school. The parent-teacher meetings should be arranged on regular basis especially, in the government schools to inform parents about the progress and problems of children. It would be helpful for parents as well as for teachers too to understand the problems of students and to focus on them and Workshops seminars should be arranged to spread an awareness about the parental participation and the studies of children at school as well as at home in order to maintain the positive academic self-concept of their children more over parents of government school children should visit schools to discuss about the performance of their children in academics. Parents, mother and father must be remaining engaged with the education of their children through frequent visits to school and have discussion with teachers about the problems of their students. Generally, it is observed that government schools do not regularly involve parents as compared to the private school systems. Regular parents and teachers meeting; suggestion or feedback from parents; gathering and discussion with parents mostly held on the private schools, but the government school are far less in these kinds of activities. In the future, such the studies should be conducted on the students of primary classes as well, to gain more insight about the impact and level of parental involvement in the studies of school children.

References

- Amani, M., Nazifi, M., & Sorkhabi, N. (2020). Parenting styles and academic achievement of
- Aremu, A.O. & Sokan, B.O. (2003). A Multi-causal evaluation of academic performance of
- Boonk, L. M., Gijsselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2020). Student perceived
- Boonk, L., Gijsselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational*
- Cleary, T. J., & Zimmerman, B. J. (2004). Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning.
- Deutscher, R., & Ibe, M. (2004). Relationships between parental involvement and children's motivation. *Lewis Center for Educational Research, 12, 1-12.*
- Dong, Y., Wang, H., Zhu, L., Li, C., & Fang, Y. (2020). How parental involvement influences adolescents' academic emotions from control-value theory. *Journal of Child and Family Studies, 29(2), 282-291.*
- early adolescent girls in Iran: Mediating roles of parent involvement and self-regulated learning. *European Journal of Psychology of Education, 35(1), 49-72*
- Epstein, J. L. & Becker, H. J. (1982). Teachers' reported practices of parent involvement: Problems and possibilities. *The Elementary School Journal, 83(2), 103-113.*
- Epstein, J. L. & Dauber, S. L. (1991). School programs and teacher practices of parental involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91(3), 289-305.*
- Epstein, J. L. & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research, 95(5), 308-318.*
- Farkas, M. S., & Grolnick, W. S. (2010). Examining the components and concomitants of parental structure in the academic domain. *Motivation and Emotion, 34(3), 266-279.*
- Froiland, J. M. (2011). Parental autonomy support and student learning goals: A preliminary examination of an intrinsic motivation intervention. *Child & Youth Care Forum, 40(2), 135-149.*
- Fuentes, M. C., García-Ros, R., Pérez-González, F., & Sancerni, D. (2019). Effects of parenting styles on self-regulated learning and academic stress in Spanish adolescents. *International Journal of Environmental Research and Public Health, 16(15), 2778.*
- Grolnick, W. S. (2002). *The psychology of parental control: How well-meant parenting backfires.* London: Psychology Press.

- Grolnick, W. S. (2009). The role of parents in facilitating autonomous self-regulation for education. *School Field*, 7(2), 164-173.
- Hoover-Dempsey, K. V., & Sandler, H. M. (2005). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3-42.
https://vital.seals.ac.za/vital/access/manager/Repository/vital:8212?site_name=GlobalView
- Jaiswal, S. K., & Choudhuri, R. (2017). A review of the relationship between parental involvement and students' academic performance. *The International Journal of Indian Psychology*, 4(3), 99-112.
- Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237-269.
- Kwan, P., & Wong, Y. L. (2016). Parental involvement in schools and class inequality in education: Some recent findings from Hong Kong. *International Journal of Pedagogies and Learning*, 11(2), 91-102.
- Liew, J., Kwok, O., Chang, Y. P., & Chang, B. W. (2014). Parental autonomy support predicts academic achievement through emotion-related self-regulation and adaptive skills in Chinese American adolescents. *Asian American Journal of Psychology*, 5(3), 214-231.
- Martinez-Pons, M. (2002). Parental influences on children's academic self-regulatory development. *Theory into Practice*, 41(2), 126-131.
- Muhammad, Hoshier & Sadiq. (2018). Parenting styles and their impact on children's academic self-concept, behavioral problems and executive functions, Durham theses, Durham University. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/12548>
- Sanders, M. G. and Sheldon, S. B. (2009). Principals matter: A guide to school, family, and community partnerships. Corwin: A Sage Company.
secondary school level. *The Journal of Educational Research*, 106(1), 1-13.
- Shumane, L. (2009). An evaluation of the role of parent's representatives in school governing bodies: A case study of selected rural public schools in the Butterworth District.
- Tam, V. C., & Chan, R. M. (2009). Parental Involvement in Primary Children's Homework in Hong Kong. *School Community Journal*, 19(2), 81-100.
- Thomas, V., Peeters, J., De Backer, F., & Kindekens, A. (2015). Self-regulated skills during homework in primary school: A learning diary study. Retrieved from <https://biblio.ugent.be/publication/6867654>
- Tsemrekal, T. M. (2013). Parenting style, self-regulated learning and academic achievement. *Journal of Humanities and Social Sciences*, 23(5), 23-27.
- Walker, J. M., Hoover-Dempsey, K. V., Whetsel, D. R., & Green, C. L. (2004). Parent involvement in homework: A review of current research and its

- implications for teachers, afterschool staff, and parent leaders. *The Elementary School Journal*, 106(2), 105-130.
- Wang, H., & Cai, T. (2017). Parental involvement, adolescents' self-regulated learning and academic achievement in urban China. *International Journal of Psychology*, 52(4), 58-66.
- Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 89(3), 411-419.
- Xu, J., & Wu, H. (2013). Self-regulation of homework behavior: homework management at the
- Yan, Z. (2020). Self-assessment in the process of self-regulated learning and its relationship with academic achievement. *Journal of education*, 10(1), 2-10.