

## **The Relationship between Parent Participation and Academic Achievement in Elementary School Students**

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### **Abstract**

**Background:** Participation of all subsectors of a society that seeks progress and development is indispensable in the education and education of its children, and the achievement of the systems and individuals of a society to prosperity is only possible with special attention and participation to the education of the children of that society. Except with the attention, attention and special partnership of the education of the children of that society. Meanwhile, communication, partnership and cooperation between families and parents with schools are of particular importance in the performance and education of their children.

**Objectives:** The purpose of this study is to investigate the relationship between parental involvement on communication skills and academic achievement of elementary school students.

**Method:** The research is a descriptive study in terms of the fundamental purpose and collecting data, which is designed to determine the correlation-prediction relation. A sample of 254 students (126 girls, 128 boys) from the elementary school in the city of Qaen, South of Khorasan, were selected randomly and voluntarily. For data collection, regression analysis and SPSS software have been used.

**Results:** The results showed that parent participation is a positive predictor of communication skills and academic achievement of students.

**Conclusion:** This study showed that the effect of parent participation on students' academic performance is undeniable. Parental involvement enhances student's motivation and communication skills, and this affects students' academic achievement. Parents can play an important role in the lives of their children, especially in advancing and enhancing their skills, level of education and career success in future.

**Keywords:** parent participation, communication skills, academic achievement.

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## Introduction

Family as a social institution, that has children with special needs as a member of itself, plays an important role in the formation of a child's personality and his/her social and emotional development. The sociologists consider family as the first group affecting child, due to its significance in forming one's personality and aspirations. On the other hand, for a multitude of people, there exists a reference group whose thoughts and behaviors they emulate and take, and always evaluate the correctness or inaccuracy of their thought and behavior in respect to this reference group criteria. Nevertheless, the family is one of the institutions of society that passes the rules, values, norms, accepted and coordinated to collective conscience behaviors to individuals, and in this way contributes to social cohesion and balance (Saeedi, 2013).

Family, as the first mentor of a child, has a significant role in educating children. It forms the ones personality and prepares him/her to enter another stage of his/her life. Today, the active participation of families of children with special needs in the education and rehabilitation process, is felt more than ever before, since without the necessary co-operation and care of the parents, the child's progress is hindered. Effective education in schools cannot be achieved properly without the parents' serious participation and it's of vital importance that school teachers and administrators learn about the school environment, the culture that prevails there and the values that govern it, so that they can develop their educational and rehabilitation programs with the help of students life experiences and their parents involvement. Today's children and teenagers are women and men of tomorrow who would be representatives of the country's administrations in various industrial, commercial, political, economic and other spheres. If these children are properly trained in respect to scientific-cultural aspects, they can bring about glory for themselves, and their families, society, and humanity. The first and most significant institution that fulfills the role of preparing people, is family, since parents, by identifying and recognizing the characteristics of their children at each stage of their development, can provide the context for their spiritual and physical development, and if a person is brought up self-reliant and responsible, etc. in a healthy family, s/he will be accepted by the society when s/he enters it (Fathi, 2014).

When a child reaches the age of 7, s/he enters an organization, called school, in order to be educated and trained by a group of mentors and teachers. It is true that the child goes to school and is directly influenced by his/her teachers and trainers, but much of his/her time is spent at home. The school is not responsible for education at all levels, and the heavy burden of education should not be placed on school shoulders alone, but one should note that the family and other social units play a crucial role in the upbringing of the new generation. Therefore, the family and school should have a direct partnerships and cooperation, so that we could hope for their educational effects on children. The work of these two groups (parents and trainers) is so closely linked that if one fails, the other side's effort is thwarted. So each parent who hands his or her child to an educational unit is considered as a member of that educational unit, and must be obliged to cooperate with those who are involved in the education and upbringing of his/her child. Therefore, it can be said that the correlation between home and school creates an opportunity for a student's talent and competence prosperity (Saeedi, 2013).

Family involvement or, to a lesser extent, parental involvement refers to a wide range of behaviors that parents exhibit in respect to their child's educational and learning experiences (Dempsey & Sandler, 2007). One can consider a range of common behaviours such as childrens' eating breakfast

before going to school under parental supervision, to more special activities, such as monitoring and giving comments about the school, as parental involvement (Sheldon, 2002).

Research has shown that family experiences have a major impact on individual development during childhood, adolescence, and later stages of life, and family relationships affect other aspects of one's life such as educational competency (Bayern, Haddock, & Postone, 2002). Maintaining a positive relationship between parents and children can increase their motivation in respect to the aspects defining academic success (Shamloo, 2019).

The role and influence of parents on the educational attainment of children is related to several factors, including:

A. The language development of a child is related to the amount of time parents spend talking to a child: various environmental factors affect the child's speech and utterance. Children who are born in educated families, use proper and decent words, and differ from those who are deprived of this blessing (Parsa, 2015).

B. Parent's attitude toward school: parent's attitude toward school and future life plays a significant role in forming the attitude of the child toward education and research. Fathers and mothers who consider education as time wasted or killed, may pass the same mindset to their children, and their children as a result may make no effort to learn and improve their education (Parsa, 2012).

Certainly, the Qur'anic verse, "And cooperate in righteousness and warding off (evil)" (Surah Al-Ma'ida - Verse 2), is familiar to those dealing with training and education, and its concept and theme emphasizes involvement and cooperation in good deeds, and since there remains no doubt about the beneficial act of education, so the participation of all subsystems of a society is indispensable in the educational process, as they all seek progress and development of education, and the attainment of all spiritual and worldly happiness is not possible except with the attention and special cooperation of all in education. Meanwhile, the getting in touch, collaboration and involvement of families and parents in the education of children is of vital importance. Of course, when it comes to education, it's formal education in schools that comes to most people minds and they put a heavy burden on schools. They expect the education system (schools) to train their children in a way that they get prepared for life in the best possible way, and to train them for the necessary skills they need to get there. Therefore, according to what has been stated, in this research we seek to answer the question of whether parent participation has a significant association with the academic achievement of children.

## **Method**

The present research is a descriptive-correlational study.

### *Sample Research Population and Sampling Method*

The research population includes all elementary students in the city of Qaen and their parents, which according to the statistics of Ministry of Education of Qaenat, are 1162. The statistical sample based on the Morgan table consists of 288 students (126 female students and 128 male students), of whom 254 students were willing to participate. Questionnaires were given to students and their parents, obviously to those willing to participate with the current research. The sampling method was completely random and voluntary.

### *Measuring tools*

In the present study, Family Involvement Questionnaire and students' scores, attained in the first-half test of the year, were used to collect data.

### *Family Involvement Questionnaire*

Family Involvement Questionnaire have been constructed by Fantuzzo et al. (2000). The questionnaire has a multidimensional look at parental involvement, and at the same time it takes into account a variety of behaviors. The questionnaire includes 34 items for assessing parental involvement in the elementary school. All of these items are expressed in parent's words, and they create three involvement factors: home-based involvement, school-based involvement, and home-school collaboration. The scoring of the questionnaire is based on a 5-point Likert scale. Samani (2009) evaluated the reliability coefficient and Cronbach's alpha in this questionnaire. Cronbach's Alpha for Parenting, Home Learning and home-school collaboration were 0.79, 0.83 and 0.92, respectively. Also, Samani (2009) revealed test-retest reliability for parenting, home learning, and home-school collaboration 0.87, 0.78 and 0.78, respectively. In this study, the coefficient of reliability and Cronbach's Alpha, the questionnaire for parenting, home-based learning, and the correlation between home and school were 0.80, 0.82 and 0.85, respectively.

### *Academic Achievement*

Academic achievement in this research means the grades of primary school students that were given access to after the first-half of the year test were taken, and these grades were also examined and evaluated.

## **Results**

In the present study, a regression analysis was used and  $p \leq 0.05$  was considered as a significant level. In the tables below, the relationship between parental involvement scales (parenting, home-learning and home-school correlation) with academic achievement was investigated.

Table 1: The overall results of multiple correlation coefficient of parental involvement and academic achievement

Academic Achievement	Multiple correlation coefficient	Squared multiple correlation coefficient	Adjusted R-Squared	Durbin-Watson parameter	F-Statistic	Sig.
Parental involvement	0.20	0.041	0.018	1.15	1.75	0.109

In parental involvement variable (all three scales), the coefficient of multiple correlation was 0.020 and the coefficient of determination was 0.018. In other words, 1% of the variance of the variable of academic achievement can be explained by the parental involvement variable. On the other hand, the Durbin-Watson parameter is equal to 1.15, so the final model is suitable and the remainders are independent. In the table below, the results of variance analysis of the parental involvement scales and the variable of academic achievement are presented separately. As shown in the table above, significance levels indicate that there is a significant difference between the dimensions (all three scales) of parental involvement ( $p = 0.109$ ,  $F = 1.75$ ) in terms of dependent variables (academic achievement). Therefore, parental involvement variable play a significant role in explaining the academic achievement variable.

Table 2. Regression coefficient of the parental involvement scales and the variable of academic achievement

Statistical Indicators	Unstandardized coefficients				
	B	Std error	BETA	T Statistic	Sig.
Constant	18.06	0.82		22.02	0.000
Fathers' involvement (parenting)	-0.008	0.028	-0.022	-0.28	0.774
Fathers' involvement (home-learning)	0.010	0.044	0.031	0.23	0.818
Fathers' involvement (home-school correlation)	0.014	0.028	0.068	0.48	0.625
Mothers' involvement (parenting)	0.064	0.027	0.168	2.33	0.020
Mothers' involvement (home-learning)	-0.074	0.034	-0.163	-2.20	0.028
Mothers' involvement (home-school correlation)	-0.010	0.016	-0.044	0.60	0.544

According to the results of the table, the parental involvement variable was a positive and significant predictor of academic achievement (Beta = 0.168,  $p = 0.020$ ). Mothers' involvement variable (home learning) was a negative and significant predictor of academic achievement (Beta = -0.173,  $p = 0.028$ ). Fathers' involvement variable (parenting) was a significant negative predictor of academic achievement (Beta = 0.774,  $p = 0.022$ ).

### Discussion and Conclusion

In this research we employed analysis of variance. The results showed that significant difference between three different scales of parental involvement ( $P = 0.109$  and  $F = 1.75$ ) in terms of the dependent variables (academic achievement). Therefore, parental (fathers and mothers) involvement variables play a significant role in explaining the academic achievement variable. So far, no research has been carried out to investigate the role of parental involvement in primary school education, but the results of some research in similar areas, are all consistent with the results of the present study. Some of these researches are as follows:

- Foulad chang et al. (2012) in *The Role of Self-efficacy and Attachment to Parents in Academic Achievement of High School Students* stated that among attachment dimensions, trust in mother was a stronger predictor for academic achievement.

- *Investigating the Relationship between Parenting Styles with Self-efficacy and Mental Health of Students* is the title of Hosseini Nasab et al. (2008) study, which was done on 360 male and female students. The results of this study showed that parenting style of students is different in respect to their field of study.

- The results of Valizadeh's study (2011), which was conducted on 304 students, in order to determine the mediating role of self-esteem and self-concept in the relationship between parenting styles and academic achievement. The results showed that the direct effects of all three styles, permissive, authoritarian and authoritative on academic achievement were significant.

- Noharvand, Zohre (2010) conducted a study on 5062 male and female high school students from 6 different provinces of Iran. The results showed that girls in the sample group had a lower self-confidence, academic self-efficacy, lower emotional intelligence and less gender satisfaction level in to boys. They also had less gender stereotypical beliefs than boys. The results also indicated that in the girls group only the two self-concept and academic self-efficacy notions predicted part of the variance in academic achievement, but in the boys group, the self-concept notion, along with academic self-efficacy, gender beliefs, gender satisfaction and emotional intelligence, predicted part of the variance in academic achievement.

- The results of Gholami et al. (2006) showed that self-concept and academic achievement are correlated with each other so that positive self-concept can result in an accumulation of effort-centered academic behaviors and an increase in academic achievement.

- Lee's (1984) study showed that students with family social support tend to have a positive attitude toward school and achieve better grades at it. Schunk (1996), in his study, showed that authoritative style is associated with positive academic motivation and academic achievement. Janseton & Chen (2010) study shows that, in general, students' academic achievement is negatively correlated with authoritarian parenting style and has no relationship with authoritative style (Quoted, 2010). Marsh's (1992) study showed that there was a weak correlation between academic achievement and general self-concept. Research findings by Henricson and Rucker (2000) show that parenting styles, especially supportive style, shape and increase self-esteem in children and adolescents, while lack of support and an employing of authoritarian style lead to numerous problems, such as substance abuse and school dropout.

Academic achievement at different stages of education, requires students to develop physically as well as mentally and socially, along with having a positive attitude to education and strong motivations. Attitude toward education seems to be an individual preference. There is an assumption that every student's personality and desires and interests form some his/her attitudes, yet scientific looks (from a psychological, sociological, etc. point of view) into this matter has proven that in addition to the students, a broad social dimension, including their environments, parents, teachers, and other possible groups (e.g friends), that the student deals with, contribute to the development and reinforcement of their positive or negative attitudes toward their chosen field of study.

Nowadays, students' academic achievement is considered as significant index to evaluate educational systems. In addition, academic achievement has always been impactful for teachers, students, parents, theorists and researchers. For example, learners' academic achievement is considered as a notable factor in assessing teachers' performance. For students, grade point average (GPA) is a representative of their ability to enter the world's business and in pursuing their higher education.

The results of this study showed that parental involvement in education and training had a significant effect on students' academic performance. Research has also shown that the effect of parental involvement on students' academic performance is undeniable. Parents involvement increases students' motivation and self-efficacy, and this leaves a positive impact on their academic achievement. Parents can play an important role in their children's lives, especially in the development of their skills, education as well as their career success in the future. The serious involvement of different strata of people in the affairs of society and especially in education and in the school is needed in this respect. This partnership can be achieved if we have the best possible relationships established between parents and educators, namely trust, empathy, and intimacy.

Among the limitations of the present study, we can name the limited statistical population of the study (considering that all school-level students were used in this study and sampling was not possible) with a limited geographical coverage, the city of Qain. So, it would be beneficial if future researchers consider large cities nearby to investigate the impact of location. It is suggested that similar research be done at different educational levels as well as similar studies take into consideration the gender of the students and compare the results simultaneously.

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