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## INVESTIGATING THE INVOLVEMENT OF PARENTS IN THEIR CHILDREN'S EDUCATION AT PRIMARY SCHOOL LEVEL

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### ABSTRACT

The involvement of parents in their children's education affects the quality of their learning. The purpose of this study was to investigate the involvement of parents in the education of primary school children. The quantitative descriptive research method was employed to conduct the study. The population of the study was 3,297 children studying at the primary school level and their parents. A proportionate stratified random sampling technique was used to select 348 students and their parents for data collection. The data were collected from children and their parents through a five-point scale. The research instrument consisted of six factors: parenting, communicating, decision-making, learning at home, volunteering, and collaboration with the community. The data were collected through personal visits by the researchers. Data were analyzed through mean, standard deviation, Kruskal Wallis, and Mann-Whitney U test. The research study concluded that primary school students and their parents hold the same perspective regarding parental involvement in their children's education. However, there was a significant difference in parental involvement in their children's education, as the students reported, based on their demographic characteristics and the educational institutions they were attending. It is suggested to adapt the involvement of parents according to the needs of students of different age groups and grades by developing a strong and continuous connection between school and home.

*Keywords: Parental involvement; Primary school students; Parenting; Learning activities at home; Learning support.*

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### INTRODUCTION

The involvement, interest, and support of parents had a significant impact on the educational outcomes and achievements of the learners (Lara & Saracosti, 2019). Active participation of parents improves the academic performance of students (Henderson et al., 2017). Parental participation in school activities promotes learners' academic success (Afolabi, 2014). Parents guide their children in learning at home and interact with the school teachers to discuss their children's learning progress. From offering learning facilities in the form of internet-based digital media to learning management at home, parents must manage their children's learning process. So, parents play an important role in achieving learning goals for their children. School and family are key partners in the education of a child. The parents and teachers should communicate effectively about students' academic achievements and academic activities. It is significant for students' learning accomplishments (Retallick & Farah, 2005). School heads may interact with parents and share the role of parents in school activities and their children's learning. In particular, schools can communicate regularly with them about their child's learning progress and the nature of the learning activities they are engaged in at school (Agayon et al., 2022; Durisic & Bunijevac, 2017). However, many

parents might be unaware of current educational practices in school and various ways to get involved in their children's learning process. For example, parents do not know about the academic learning progress of their children in detail.

Home environment and learning experiences at home affect students' learning (Lancker & Parolin, 2020). Inappropriate behavior with the child, such as physical or emotional abuse, yelling, and punishment, is detrimental to their academic achievement and output. Students with active parental involvement in their education will be motivated and more likely to succeed in the learning process. During COVID-19, the role of parents was critical in children's homework (Touloupis, 2021). Lilawati (2020) found that during distance learning, parents helped and guided their children in the assignments given by the teacher, and learning facilities at home were not more profitable for students when compared to facilities at school; according to some parents, learning at school was important. Parental involvement in their children's education is beneficial for their learning and academic skills development (Durisic & Bunijeva, 2017). The educational background of the parents can affect this process. Parents' education and academic qualifications carry a significant value for their children's education (Mooij et al., 2014). If parents are highly educated, they may take more interest in their children's education. Liu et al. (2010) pointed out that parents took on new responsibilities as they became more engaged in their children's learning experiences. When parents are engaged in the education process of their children, they find effective ways to engage in it, and hence, they are in a better position to serve their children's learning needs.

The involvement of parents was important not only for the academic learning of students but also for the well-being and emotional health of children (Spinelli et al., 2020). Concerning parental involvement, there was a gender-wise difference in parents' engagement in their child's learning process. A research study (Yamamura & Tsustsui, 2021) conducted in Japan reported that when parents were working remotely during the COVID-19 lockdown, working mothers spent more time with their children as compared to fathers of those children. Some studies came up with this conclusion in general, while others have provided more specific aspects of parental involvement. The difference in the engagement of mothers and fathers in their children's learning during the COVID-19 pandemic is also featured in the research work by Liu et al. (2010). An online survey of parents having children (2-14 years of age) found that mothers were primarily more involved in teaching their children at home at pre-primary and primary school levels (Spinelli et al., 2020). According to Alharthi and Lebeau (2020), mothers were responsible for decisions about their children's education. Their study mentioned that mothers played the leading role in choosing the best school for their preschool children, as they are more engaged in their children's learning processes, especially at the pre-primary school level.

Parents can engage in the learning process of their children in a variety of different ways, from providing a peaceful home environment to taking part in school activities and supporting their children in learning tasks. It can affect the learning progress, well-being, and other aspects of a child's life. Keeping in view the various aspects of parental involvement in children's education and the significance of this topic, the researchers planned to investigate the involvement of parents in the education of their children at the primary school level.

## **LITERATURE REVIEW**

Parental involvement refers to the opportunities for parents to undertake activities initiated by the school head and staff for their children's academic journey. It means that opportunities are provided to the parents to be involved in the school activities that are decided and implemented by the school organization (Marsh, 2019). The contribution of parents to kids' schooling plays an active role in the decision-making process in school conventions, allocation of resources such as learning materials, maintenance of playgrounds and school buildings, management of resources, and the school syllabus, and solution of problems faced by the school (Harris & Goodall, 2007). Vygotsky (1978) emphasized the influence of sociocultural factors and

relationships (i.e., physical and social relationships) of a human being with his/her environment on the learning and development of that person. Ecological systems theory by Bronfenbrenner (1979) states that a child is affected by the factors within the child, family, and surroundings. This theory divides the ecological environment of a child into three systems: microsystem, mesosystem, and macrosystem. It encompassed all the social, political, economic, and biological factors affecting the child's development. Epstein (2001) and Hoover-Dempsey and Sandler (1995, 1997) proposed parental involvement models to elaborate on the various aspects of parental involvement (Tekin, 2011).

The learning process of a child starts at home. Even after going to school, the child spends a considerable amount of time with his/her parents and family. Parents, especially mothers, are the first teachers of their children; they make and shape the character of the child at home. In the early stage of life, parents provide basic education to their children at home, like speaking, good habits, reading, writing, etc. Parental participation in children's education plays a vital role in the students' lives. Their role is not limited to the home environment but also covers the parents' participation in school activities (ATEŞ, 2021). It may include providing a peaceful and thriving learning environment, offering different learning activities, providing support and facilities for learning and development such as playing, reading and writing, and participating in school activities such as co-curricular activities, fundraising activities and other community services.

Parents can be involved in the education of their children in a number of ways, such as parents visiting the educational institution of their children and becoming part of the school activities. Parents voluntarily encourage and support programs held in school (Epstein, 2001). Parent involvement patterns may range from low to high. In school activities, school heads try to involve parents of children in parent-teacher meetings, circulars, one-on-one parent-teacher conferences, etc. These activities keep parents aware of their children's lives at school. The schools with high parental involvement involve opportunities for the family to be directly involved in children's education. It may include classroom observations, school visits, participation in classroom activities, and voluntary involvement in the decision-making process regarding children's early education (Epstein, 2005).

Higher levels of parental involvement and teacher support contributed to the positive affective engagement of learners during emergency remote teaching in China (Yang et al., 2022). Some schools do not involve their parents in children's education because they think that families do not know how they get involved or they think that some parents feel hesitant to become involved in school activities. Some schools thought that parents did not have extra time or could not speak English fluently, so they did not involve parents in their children's schooling. (Johnson & Duffett, 2003). So, it is important to define the meaning of parental involvement in education and how the parents can work with teachers for school activities. The parents understood the importance of their involvement in school, but they expect schools to initiate this process of collaboration by communication through various means with parents (Myende & Nhlumayo, 2022). Invitations from schools for parents positively contributed to the involvement of parents in school activities such as volunteering activities and decision-making events (Yulianti et al., 2022). Some parents helped their children with their homework at home. They thought that they were doing good work by getting involved in their children's learning tasks (Milne & Wotherspoon, 2019).

Parental vocations have a significant impact on their children's academic development since the type of their jobs influences how much time parents spend at work and at home, as well as how much attention they provide to their children's education. The majority of parents as reported by Malik et al. (2019), were interested in their children's academic pursuits and participated in them. There was a gender-wise difference found for the parental involvement; parents were more involved in academic affairs of their sons at school and at home as compared to their daughters. It was also found that, despite poor attendance at parent-teacher conferences, parents were concerned about their children's education, and they became involved in school-related issues (Malik et al., 2019).

### **Theoretical Framework of the Study**

This research study was based on the parental involvement model proposed by Epstein (2001). In this model, Epstein described six types of involvement by parents in the education of their children: parenting, volunteering, communicating, decision-making, learning at home, and collaborating with the community. It involved various ways parents can get involved in the education and learning of their children.

1. Parenting refers to providing a supportive home environment to children and fulfilling their needs related to health, safety and development. This type of involvement can be promoted by education of parents and family support programs such as related to health, nutrition, and other related services.
2. Communicating involves two-way communication between parents and school about the learning progress of child and school programs. It can be promoted by parent-teacher conferences, phone calls, student diaries, memos, flyers about important school events, school websites and information about school policies and programs. It may also involve communicating with the child and discussing issues related to school and academic activities.
3. Volunteering involves the provision of support and help by parents at home, school and/or other locations for school safety and operations, fundraising for an event, promoting school services in the community, the assistance of educators, co-curricular activities, and help of other parents. Children can improve their communication and learning skills while interacting with adults in these volunteering activities.
4. Learning at home means that parents get the information and ideas about supervising and providing support for their child's homework, learning experiences and activities. This information may be related to learning activities performed at school, homework, and the support required by the child from parents for completing the homework.
5. Decision-making involves the role of parents as representatives and leaders in school committees such as parent-teacher committees, advisory councils, advocacy groups and other school networks for academic activities. This type of involvement improves parent-child interaction and gives students confidence that their parents are involved in the decision-making process; hence, their rights are protected.
6. Collaborating with the community involves the identification and use of community resources for improving the learning experiences and participation of students. The partnership between school programs and community resources (social, cultural, civic, health, etc.) can provide exposure to students and develop their learning skills (Durisic & Bunijevac, 2017; Tekin, 2011).

### **Research Objectives of the Study**

The research objectives for this study are given below:

1. To investigate the perspective of primary school students and their parents about parental involvement in the education of their children.
2. To assess the perspective of students studying in public and private primary schools about parental involvement in their education.

### **Hypotheses of the Study**

H<sub>0</sub>1 There was no statistically significant difference between the perspective of primary school students and their parents on parental involvement in their children's education.

H<sub>0</sub>2 There was no statistically significant difference between male and female primary school students on their parents' involvement in their education.

H<sub>03</sub> There was no statistically significant difference between students of grades 4 and 5 on their responses regarding parental involvement in their education.

H<sub>04</sub> There was no statistically significant difference between students of public and private schools on their responses regarding parental involvement in their education.

H<sub>05</sub> There was no age-wise statistically significant difference among students on their responses regarding parental involvement in their education.

**METHODOLOGY**

The quantitative descriptive survey method was used to conduct this study. The students studying in grade 4-5 (i.e., 3297 students) and their parents were the population for this study. The sample size was calculated using the Cochran formula for the finite population. A total 348 primary school students and their parents were included in the sample using a stratified random sampling technique. The researchers developed two five-point scales, the parental involvement (PI) scale for students and the parental involvement (PI) scale for parents. The purpose of the PI scale for students was to collect data about how their parents were involved in their education, whereas the purpose of PI scale for parents was to obtain their response about various ways they got involved in their children's education. Therefore, parents of only those students were included in the sample whose response was collected through the PI scale for children.

Each scale consisted of 48 statements and six factors based on six types of parental involvement (Epstein, 2001), i.e., parenting, volunteering, communicating, decision-making, learning at home and collaborating with the community. There were five possible options against each statement: always, frequently, sometimes, rarely, not at all. Both parental involvement (PI) scales consisted of the same statements and there was only the difference of wording, e.g., "I take my child to the library" in PI scale for parents was included as "My parents take me to the library" in PI scale for students. The maximum possible score for each construct was based on the number of statements included in that particular factor: parenting (9×5=45), communicating (9×5=45), volunteering (6×5=30), learning at home (12×5=60), decision-making (8×5=40) and collaboration with the community (4×5=20). The total score for the parental involvement scale for children and parents was 240. The validity of the research instruments was ensured through expert opinion and factor analysis. The number of items in the PI scales for children and parents and the Cronbach's alpha value for the reliability of these scales is given in Table 1.

Table 1. Reliability value for factors of parental involvement scales for children and parents.

Sr.	Construct	No of items	Cronbach's alpha value for PI scale for children	Cronbach's alpha value for the PI scale for parents
1	Parenting	9	.845	.741
2	Communicating	9	.866	.897
3	Volunteering	7	.744	.845
4	Learning at home	10	.812	.817
5	Decision making	9	.887	.897
6	Collaboration with Community	5	.826	.849
	Overall value for Scale	48	.811	.804

The data were collected by researchers through physical visits to the schools and the families. First, researchers visited the schools to collect the data from students, and then their parents were approached to collect data from them. The researchers explained the statements of perception scale to the students and parents to facilitate their response. The data were analyzed using SPPSS by applying descriptive and inferential statistical techniques. The mean score, standard deviation, Mann-Whitney U-test and Kruskal Wallis test was used for analysis of the data.

**RESULTS AND DISCUSSION**

H<sub>01</sub> There was no statistically significant difference between the perspective of primary school students and their parents on parental involvement in their children's education.

The mean scores of responses of primary school students and their parents, as shown in Table 2, depicted that the parents were involved in their children's education sometimes too frequently with respect to the six factors of the PI scale. The result of the Mann-Whitney U test given in Table 2 indicated that there was no statistically significant difference between the mean response of students and their parents on six factors of PI scale. So, the researchers failed to reject the first null hypothesis. It indicated that the students and their parents experienced the same level of parental involvement in the education of these children.

Table 2. Comparative analysis of responses of students and their parents about parental involvement (Mann-Whitney U test).

Factor	Sample	N	Mean	SD	Mean rank	Sum of ranks	Mann-Whitney U	Z	Asymp. sig.
<sup>1</sup> P	Parent	348	3.444	.35	348.6	121331.0	60499.0	-.020	.984
	Child	348	3.445	.35	348.4	121225.0			
<sup>2</sup> C	Parent	348	3.284	.37	347.8	121510.5	60319.5	-.088	.930
	Child	348	3.282	.37	349.2	121045.5			
<sup>3</sup> V	Parent	348	3.387	.39	348.5	121278.0	60552.0	.000	1.000
	Child	348	3.387	.39	348.5	121278.0			
<sup>4</sup> LH	Parent	348	3.391	.30	348.5	121288.0	60542.0	-.004	.997
	Child	348	3.391	.30	348.5	121268.0			
<sup>5</sup> D	Parent	348	3.408	.38	349.1	121470.0	60360.0	-.073	.942
	Child	348	3.405	.39	349.9	121086.0			
<sup>6</sup> CC	Parent	348	3.335	.45	348.2	121189.0	60463.0	-.034	.973
	Child	348	3.337	.45	348.8	121367.0			

Note: SD=Standard Deviation; <sup>1</sup>P=Parenting; <sup>2</sup>C=Communicating; <sup>3</sup>V=Volunteering; <sup>4</sup>LH=Learning at home; <sup>5</sup>D=Decision-making; <sup>6</sup>CC= Collaboration with community.

H<sub>02</sub> There was no statistically significant difference between male and female primary school students regarding the parents' involvement in their education.

Table 2. Gender wise analysis of response of students regarding parental involvement in their education.

Factor	Sample	N	Mean	SD	Mean rank	Sum of ranks	Mann-Whitney U	Z	Asymp. sig.
<sup>1</sup> P	Male	167	3.436	.35	169.25	28264.0	14236.0	-.941	.347
	Female	181	3.452	.35	179.35	32462.0			
<sup>2</sup> C	Male	167	3.278	.39	173.68	29004.0	14976.0	-.147	.883
	Female	181	3.285	.35	175.26	31722.0			
<sup>3</sup> V	Male	167	3.398	.42	178.35	29784.5	14470.5	-.692	.489
	Female	181	3.377	.36	170.95	30941.5			
<sup>4</sup> LH	Male	167	3.427	.31	187.88	31376.5	12878.5	-2.392	.017*
	Female	181	3.358	.29	162.15	29349.5			
<sup>5</sup> D	Male	167	3.395	.44	170.19	28421.5	14393.5	-.772	.440
	Female	181	3.414	.34	178.48	32304.5			
<sup>6</sup> CC	Male	167	3.319	.43	170.64	28497.0	14469.0	-.698	.485
	Female	181	3.354	.46	178.06	32229.0			

Note: SD= Standard Deviation; <sup>1</sup>P=Parenting; <sup>2</sup>C=Communicating; <sup>3</sup>V= Volunteering; <sup>4</sup>LH=Learning at home; <sup>5</sup>D=Decision-making; <sup>6</sup>CC= Collaboration with community.

There was no gender-wise statistically significant difference in the responses of primary school students regarding involvement of the parents in their education process on parenting, communicating, decision-making, volunteering, and collaboration with the community, as shown in Table 3. However, a statistically significant difference was observed between male and female students on the PI scale's 'learning at home' factor. The reason for this difference may be related to the region's culture, where the females tend to rely on their parents for most of the education-related decisions compared to male students. Further, they spent their after-school time at home whereas the boys went to play outside their home after school time so, the amount of time spent with parents may be another reason for this difference. Based on this result, the second null hypothesis was rejected.

H<sub>03</sub> There was no statistically significant difference between students of grade 4 and 5 in their responses regarding parental involvement in their education.

Table 3. Grade wise analysis of response of students regarding parental involvement in their education.

Factor	Sample	N	Mean	SD	Mean rank	Sum of ranks	Mann-Whitney U	Z	Asymp. sig.
<sup>1</sup> P	Grade 4	172	3.424	.37	167.41	28795.0	13917.0	-1.306	.192
	Grade 5	176	3.464	.33	181.43	31931.0			
<sup>2</sup> C	Grade 4	172	3.269	.36	170.94	29401.0	14523.0	-.656	.512
	Grade 5	176	3.294	.38	177.98	31325.0			
<sup>3</sup> V	Grade 4	172	3.411	.42	180.82	31101.0	14049.0	-1.170	.242
	Grade 5	176	3.364	.37	168.32	29625.0			
<sup>4</sup> LH	Grade 4	172	3.332	.29	153.04	26323.0	11445.0	-3.948	.000*
	Grade 5	176	3.449	.29	195.47	34403.0			
<sup>5</sup> D	Grade 4	172	3.415	.44	174.79	30064.5	15085.5	-.054	.957
	Grade 5	176	3.395	.33	174.21	30661.5			
<sup>6</sup> CC	Grade 4	172	3.206	.37	147.02	25287.0	10409.0	-5.117	.000*
	Grade 5	176	3.464	.48	201.36	35439.0			

Note: SD= Standard Deviation; <sup>1</sup>P=Parenting; <sup>2</sup>C=Communicating; <sup>3</sup>V= Volunteering; <sup>4</sup>LH=Learning at home; <sup>5</sup>D=Decision-making; <sup>6</sup>CC= Collaboration with community.

As depicted in Table 4, no statistically significant difference was observed in the responses of students of grade 4 and 5 regarding the involvement of their parents in their education on parenting, communicating, decision-making, and volunteering. However, a statistically significant difference was observed between 4th and 5th-grade students on 'learning at home' and 'collaboration with community' factors of PI scale, with a higher mean score of 5th-grade students for these factors. As the students are more mature in grade 5, the reason for this difference may be related to the better communication skills and increased learning exposure of these students as compared to 4th graders. Further, grade 5 is the last grade of primary school education and a transition grade for the next level of education. So, the greater involvement of parents in their children's education for effective learning experiences at home and collaborating with the community to offer effective learning resources in the community may be the reason for the higher mean response of 5th-grade students. So, the third null hypothesis was rejected.

H<sub>04</sub> There was no statistically significant difference between students attending public and private schools in their responses regarding parental involvement in their education.

Table 5 showed that there was no statistically significant difference in the responses of students of public and private schools regarding the involvement of their parents in their education on communicating, decision-making, and learning at home. However, there was a statistically significant difference between students of public and private schools on volunteering and collaboration with the community, with a higher

mean response of students studying in private schools. The reason for this difference may be that private schools arranged a number of co-curricular activities after regular time intervals where students and their parents learned, interacted, and gained exposure to community resources and volunteer work. However, the students of public schools had statistically significantly higher mean scores on the parenting factor of PI scale as compared to students from private schools. Private schools are generally perceived in society as having improved services, facilities, and frequent interaction with families of the students; however, it was evident from the study results that parents of students from public schools were involved in the education of their children, particularly with respect to parenting.

Table 4. Response of students of public and private schools regarding parental involvement in their education.

Factor	Sample	N	Mean	SD	Mean rank	Sum of ranks	Mann-Whitney U	Z	Asymp . sig.
<sup>1</sup> P	Public	97	3.539	.32	203.66	19755.0	9345.0	-3.379	.001*
	Private	251	3.407	.35	163.23	40971.0			
<sup>2</sup> C	Public	97	3.282	.35	175.93	17065.0	12035.0	-.165	.869
	Private	251	3.281	.38	173.95	43661.0			
<sup>3</sup> V	Public	97	3.301	.31	151.78	14723.0	9970.0	-2.644	.008*
	Private	251	3.420	.41	183.28	46003.0			
<sup>4</sup> LH	Public	97	3.396	.28	176.08	17080.0	12020.0	-.183	.855*
	Private	251	3.389	.31	173.89	43646.0			
<sup>5</sup> D	Public	97	3.366	.36	165.27	16031.0	11278.0	-1.070	.284
	Private	251	3.420	.39	178.07	44695.0			
<sup>6</sup> CC	Public	97	3.250	.41	154.96	15031.0	10278.0	-2.288	.022*
	Private	251	3.370	.46	182.05	45695.0			

Note: SD= Standard Deviation; <sup>1</sup>P=Parenting; <sup>2</sup>C=Communicating; <sup>3</sup>V= Volunteering; <sup>4</sup>LH=Learning at home; <sup>5</sup>D=Decision-making; <sup>6</sup>CC= Collaboration with community.

H<sub>05</sub> There was no age-wise statistically significant difference among students in their responses regarding parental involvement in their education.

Table 6. Response of students of public and private schools regarding parental involvement in their education.

Age of students	N	Mean	SD	Mean rank	Chi-square	df	Sig value
10 years	1	6.22	.49	10.50	9.539	4	.049
11 years	22	5.9	.56	171.52			
12 years	130	6.28	.24	193.09			
13 years	147	6.06	.41	163.28			
15 years	48	5.13	.30	163.30			

Table 6 provides an analysis of responses of students of different age on parental involvement in their education. There was a statistically significant difference among the responses of students, with a higher mean response of students with 12 years of age. The reason for this result may be that younger and adolescent students have different educational needs and expectations from their parents for their learning needs. Therefore, it is important to look at the learning needs of students with respect to their age so that they can get the needful support.

**Discussion**

Parental involvement is positively linked to students' school performance and their intrinsic motivation for learning (Pavalache-Ilie & Tirda, 2015). It was found that both children and their parents had the same perspective on parental involvement in their children’s education. Their responses depicted that the



parents were sometimes involved too frequently in children's education. It indicated that the parents were aware of their role and contribution to their children's education. It was noted that when parental involvement is high, children's academic achievement improves (Epstein, 2001). Therefore, parents' role is critical in the academic learning achievements of their children. With high parental involvement in children's primary education, children have better academic learning and perform well in every field of life (López, 2022).

It was found that parents of children from private schools were more involved in their children's education as compared to the parents of public schools. It could be the reason that parents of private schools were more educated and financially settled as they were paying a significantly large amount of school fees. It could also be possible that since they were investing a high amount of money in their children's education in the form of fees, they are more concerned about their children's educational outcome as compared to the parents of public schools for whom education was relatively less costly. Mahuro and Hungi (2016) noted that parental involvement in the form of time and money for their children's education is most important.

The majority of the youngsters perceived that their parents were involved in their education. It is important to highlight that parents who are more involved in the education of children have positively impacted children's academic achievement in both public and private sector schools. The parents' participation in school events and discussions with the child about their school experiences have a positive connection to the child's social and emotional adjustment (Barger et al., 2019). In this study, the parents of children studying in private schools were more involved in collaboration with community activities and volunteer work with schools.

The female students perceived more parental involvement in their education as compared to male students. It indicated that there is a gender-wise difference in the perspective of students about parental involvement in their learning journey. Therefore, parental support and involvement may be adjusted to the needs of male and female primary school students. In another study, parental support for math homework was positively linked to task persistence and their self-concept. However, parental control negatively affected it in case of male students (Silinskas & Kikas, 2017). In another study conducted in the Netherlands, parents perceived themselves as more capable of helping their daughters as compared to sons in home-schooling during the COVID-19 crisis (Bol, 2020).

Bubb and Jones (2020) reported that during COVID-19 home-schooling, students and their parents participated in creative learning activities, and students received useful feedback while they were engaged with school through remote teaching. Parents teach their children at home by using different strategies. Using home resources, they motivate their children through rewards. Parents of students studying in private schools are more involved in their children's education than public school children's parents. However, the parenting role of parents whose children were attending public schools is note-taking because it is generally perceived that parents of public-school students are not effectively involved in their child's education. Kartel et al. (2022) suggested that there must be continuous coordination between teachers and parents because the role of parents is very critical at home in the distance learning system. Therefore, building a connection between home and school is important to provide needful learning support to students.

## **CONCLUSION AND RECOMMENDATIONS**

The study investigated the perspective of primary school students (grade 4 & 5) and their parents about parental involvement in their children's education. The results of the study concluded that the students and their parents viewed parents as moderately active in supporting their children's education based on Epstein model (2001) of parental involvement. The parents of students attending private schools were more involved in their children's education as compared to those studying in public schools with respect

to volunteering and community collaboration work, whereas the parents of children studying in public schools were highly involved in the parenting aspect of their children's needs. The parents of female primary school students were more involved in their education as compared to male primary school students for the 'learning at home' aspect. There was a difference in parental involvement in their children's education based on the age of the students. It can be concluded that one size of parental involvement does not fit into all circumstances.

There are varying needs of children based on their age, gender and the educational institutions they were attending. Therefore, continuous coordination among parents, children and schools may be effective in providing tailored support to students. It is suggested that there must be regular social meet-up (face-to-face or online) sessions facilitating the interaction of the child, his/her parents, and the school teacher so that need-based support is provided to each student. The co-curricular, welfare, and collaboration with community-related activities may be planned by schools after regular time intervals to improve the interaction and connection among children, parents, and the school. A study about teachers' perspective of parental involvement in school may be conducted in the future to analyze the role of parents in their children's support.

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