

The Role of Parental Involvement in the Academic Achievement of Students at Elementary Level in District Swabi

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***Abstract.** This study is about the role of parental involvement in the academic achievement of primary school students in Swabi district. Parents do not participate in their children's learning process and do not achieve good academic performance. The purpose of this study was to explore the role of parental involvement in the academic performance of elementary school students and to examine the importance of parental involvement in the academic performance of elementary school students. It is quantitative research and is descriptive in nature. Data has been collected 201 students conveniently. The data was analyzed using SPSS 23. It has been found that parental involvement plays an important role in children's academic performance. Studies have shown that parents should encourage their children to learn and be motivated by their healthy, wholesome, pleasant and creative environment.*

Key Words: Parental involvement, students' performance, academic achievements

Introduction

This study is about the role of parental involvement in the academic achievement of primary school students in Swabi district. Children are the ultimate destiny of any country, and the progress of any country depends on today's education. They will apply this education to their own or the future of the country. In this way, for any country, it is important to give them special attention by giving them an excellent

education. It is almost certain that education is a force that affects people's lives. The idea is that parental support in the educational process can enhance their children's ability to function. When janitors press on regular home education, their implementation rate in the institution will be higher (Henderson and Berla, 2017).

Parents need to be involved in preparing their children, they are their first teachers. Raising children is a way of rebellion and teaching children from birth to adolescence, usually in a child's family (Keith, 2016).

Parental involvement means that parents must participate in at least one school-related exercise. For example, parents meet teachers, volunteer at school, encourage children to do homework through their homework, and ask the electronics to check their grades. Education is very important; parents should mark their children's lives forever. Singh (1995) Research shows that there is actually a link between a child's academic performance and parental involvement. (Henderson & Mapu, 2012)

Various studies have found that parents actively investing in their children's education reflect the performance of the athlete. (Kohl and McMahan, 2001) Parents should provide positive situations for families to encourage their children to study. Children should focus on their home to take advantage of boring resources. All relatives should grow up to create a beneficial learning environment for children at home.

Problem of Statement

This is the fact the majority of the parent whose children are enrolled in government schools are not playing an active part in the child academic matters. This non-involvement cause a bad impression on the children and perceive that their parents are not involve directly and they not studying and not doing their homework on time.

Research Objectives

1. To find out the role of parental involvement in the academic achievement of students at elementary level.
2. To explore the significance of the parent's involvement in students' academic achievements at elementary level.

Research Questions

1. What is the role of parental involvement in the academic achievement of students at elementary level?

2. What is the significance of the parent's involvement in students' academic achievements at elementary level?

Hypotheses of the Study

H₁: Parents' participation in students has a significant positive effect on academic performance.

H₀: Parents' participation in educational performance has a very bad effect on students.

Significance of the Study

This research will help parents understand the key role of their influence on their children's academic performance and the need to participate in their children's education.

Limitations of the Study

The study has the following limitations:

1. Theme
2. Time
3. Geography
4. Sample

Literature Review

In the first few years of childhood, interaction between parents and their children is most recognized. The relationships formed by these relationships have significant power and can affect overall progress and tectonics performance (Chen, 2009; Galisso and Sheldon, 2012). This detail of parental involvement depends on the research method being developed, which suggests that parental involvement is helpful to children and specifically affects their academic performance (Dobber and Epstein, 1993; Dumont, Trotwin, Ludtke, Numan Mann, Nigley and Schneider, 2012).

There are many types of parental involvement, for example, parental educational goals for children, parental competence, parental support, and child-to-child interaction between children and adolescents, including training. It can be identified positively, academic self-awareness, research self-awareness, homework self-efficacy and longevity (Demont). It has been suggested that parental involvement in tertiary care can improve work motivation.

Parental involvement can be defined as helping parents in the process of educating their children, specifically giving children a special place and giving them certain assets (Domont et al., 2012 Lee Lee et al., 2007). ; Pomentz et al., 2007). Various measures can be taken to comfort parents, for example, parents' willingness to train their children, help with household chores, a good tendency to check, parental support at school, proper academic achievement, and Shows family and school. Relationship between (Demont Ot., 2012 Lee Lee et al., 2007).

The concept has six important partnership structures, such as child education, communication, volunteering, home study, core leadership, and network collaboration (Domina, 2009 Galis; Galiso & Sheldon, 2012). This practice provides an example of practice, challenging progress, rebirth of future canons, and achievements when integrated into the home and school system (achievements) Epstein, 2001; Epstein et al., 2002; Epstein et al., 2009). Parental involvement is routinely divided into two classes, focusing on areas of children's learning: school involvement and local involvement.

School Involvement Parental Involvement in School Investment and Involvement (Pomerantz et al., 2007) these exercises may include attending class meetings, interacting with teachers, participating in class activities, and bidding in schools. Is (Pomerantz et al., 2007). Parental involvement is one of the most popular classroom meetings for parents to attend school, such as PTA meetings and parental guidance meetings. As a result, parents can become more involved in school, which can change them from individual to school board and class manager meetings. Such participation is considered a high level of participation, as parents place themselves in a position of management, so they can play a major role in school leadership (Epstein, 1990 p. Pomeranz et al., 2007). . Despite the fact that in most studies, a small percentage of parents will participate in this large participation, such participation is usually not centralized around (Pomerantz et al., 2007).

In one survey, researchers found the effect of teacher involvement with their parents. Many teachers believe that when parents want to invest in school, they try to teach their children at home (Epstein and Baker, 1982). Once parents are accepted by the school and teachers, they can have a good understanding of the child's knowledge and expectations of the child at school. Parents can see how their teachers are training their children, so they can become more proficient and feel more confident about doing so at home with their children, and the ultimate goal is to

raise their children's educational level (Dober & Epstein, 1993; Iso et al.), 1999 to choose from; Pomerantz et al., 2007).

Various tests indicate that close parent-teacher relationships are essential to academic achievement, as they can lead to higher educational engagements, lower levels of permanent hygiene, and fewer problems with academic behaviour (Galiso).

By instructing and educating students, these parents can be more inclined to encourage arrangements to provide additional funds and assets to poor students and school premises, with the ultimate goal of being more likely to solve financial problems.

Overall, clips featuring parental involvement showed an extraordinary difference of 43% in the overall scores of government-approved exams. Parent-assisted homework is one of the most basic indicators of comprehensive test scores recognized by under-studied countries. In any case, for this survey, parents who assisted in household chores will not be considered to have a positive effect on the lack of academic performance. Letter motivation is the third most basic indicator of undergraduate study performance. For each additional unit associated with the undergraduate study, the test score will increase by 4,344 points (minimizing various factors). Schools that have parents are required to score higher in the State Management Exam portfolio than students who do not have parents in the school.

In various aspects, when students have high SES content, they get high marks in the comprehensive test scores approved by the government. While being aware of the overall changes, the SES display component had a better effect on under-learning than the other three components. In any case, when studying the abnormal fluctuations, the SES component is 41%. More importantly, state-approved exams for family unit students with parents have scores that do not reside with the parents. Finally, compared to other ethnic groups, whites and Asian / Pacific islanders have a greater lack of educational training.

Research Methodology

This is quantitative study and descriptive in nature.

Independent Variable

Parental Involvement

Dependent Variable

Academic performance

Population

Students studying at elementary level in District Swabi are the population of the study

Sample

It is not possible to include the whole population in this study, so the researcher has decided to include 201 students as sample of the study. It is proposed that selected sample will represent the whole population.

Research Instrument

Research instrument in this study was research questionnaire which was adopted from Wilder (2014).

Data Collection

Data was collected from the selected sample of the study through research questionnaire.

Data Analysis

Data was analysed quantitatively by forming graphs and tables on SPSS 23.

Data Collection and Data Analysis

Frequency Table

My parents helped me develop good study habits.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	4.5	4.5	4.5
Disagree	18	9.0	9.0	13.4
Neutral	53	26.4	26.4	39.8
Agree	56	27.9	27.9	67.7
Strongly Agree	65	32.3	32.3	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 9 participants strongly disagreed about their parents' help in developing study habits which is 4.5% of the overall sample, 18 participants disagreed which is 9% of the overall sample, 53 participants remained neutral which was 26.4% of the overall sample, 56 participants were agreed which is 27.9% of the overall sample, 65

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participants remained strongly agreed which was 32.3% of the overall sample.

My parents encouraged me to get good grades.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	3.5	3.5	3.5
Disagree	8	4.0	4.0	7.5
Neutral	23	11.4	11.4	18.9
Agree	58	28.9	28.9	47.8
Strongly Agree	105	52.2	52.2	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 7 participants strongly disagreed which is 3.5% of the overall sample, 8 participants disagreed which is 4% of the overall sample, 23 participants remained neutral which was 11.4% of the overall sample, 58 participants were agreed which is 28.9% of the overall sample, 105 participants remained strongly agreed which was 52.2% of the overall sample.

My parents were strict when it came to school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	4.0	4.0	4.0
Disagree	8	4.0	4.0	8.0
Neutral	24	11.9	11.9	19.9
Agree	67	33.3	33.3	53.2
Strongly Agree	94	46.8	46.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 8 participants strongly disagreed which is 4.0% of the overall sample, 8 participants disagreed which is 4% of the overall sample, 24 participants remained neutral which was 11.9% of the overall sample, 67 participants were agreed which is 33.3% of the

overall sample, 94 participants remained strongly agreed which was 46.8% of the overall sample.

My parents checked to see if I had homework.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.0	3.0	3.0
Disagree	19	9.5	9.5	12.4
Neutral	35	17.4	17.4	29.9
Agree	73	36.3	36.3	66.2
Strongly Agree	68	33.8	33.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 6 participants strongly disagreed which is 3% of the overall sample, 19 participants disagreed which is 9.5% of the overall sample, 35 participants remained neutral which was 17.4% of the overall sample, 73 participants were agreed which is 36.3% of the overall sample, 68 participants remained strongly agreed which was 33.8% of the overall sample.

My parents attended parent-teacher conferences.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	4.0	4.0	4.0
Disagree	8	4.0	4.0	8.0
Neutral	24	11.9	11.9	19.9
Agree	67	33.3	33.3	53.2
Strongly Agree	94	46.8	46.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 8 participants strongly disagreed which is 4.0% of the overall sample, 8 participants disagreed which is 4% of the overall sample, 24 participants remained neutral which was 11.9% of the overall sample, 67 participants were agreed which is 33.3% of the overall sample, 94 participants remained strongly agreed which was 46.8% of the overall sample.

My parents punished me (e.g., took away my TV privileges) if I received bad grades.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	4.0	4.0	4.0
Disagree	19	9.5	9.5	13.4
Neutral	53	26.4	26.4	39.8
Agree	56	27.9	27.9	67.7
Strongly Agree	65	32.3	32.3	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 8 participants strongly disagreed which is 4.0% of the overall sample, 19 participants disagreed which is 9.5% of the overall sample, 53 participants remained neutral which was 26.4% of the overall sample, 56 participants were agreed which is 27.9% of the overall sample, 65 participants remained strongly agreed which was 32.3% of the overall sample.

My parents attended events like “Back to School” nights.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	4.0	4.0	4.0
Disagree	10	5.0	5.0	9.0
Neutral	43	21.4	21.4	30.3
Agree	70	34.8	34.8	65.2
Strongly Agree	70	34.8	34.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 8 participants strongly disagreed which is 4.0% of the overall sample, 10 participants disagreed which is 5.0% of the overall sample, 43 participants remained neutral which was 21.4% of the overall sample, 70 participants were agreed which is 34.8% of the overall sample, 70 participants remained strongly agreed which was 34.8% of the overall sample.

My parent(s) volunteered in my class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.0	3.0	3.0
Disagree	20	10.0	10.0	12.9
Neutral	34	16.9	16.9	29.9
Agree	73	36.3	36.3	66.2
Strongly Agree	68	33.8	33.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 6 participants strongly disagreed which is 3% of the overall sample, 20 participants disagreed which is 10% of the overall sample, 34 participants remained neutral which was 16.9% of the overall sample, 73 participants were agreed which is 36.3% of the overall sample, 68 participants remained strongly agreed which was 33.8% of the overall sample.

My parents did not notice when I received good grades.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	3.5	3.5	3.5
Disagree	18	9.0	9.0	12.4
Neutral	29	14.4	14.4	26.9
Agree	64	31.8	31.8	58.7
Strongly Agree	83	41.3	41.3	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 7 participants strongly disagreed which is 3.5% of the overall sample, 18 participants disagreed which is 9% of the overall sample, 29 participants remained neutral which was 14.4% of the overall sample, 64 participants were agreed which is 31.8% of the overall sample, 83 participants remained strongly agreed which was 41.3% of the overall sample.

My parents demonstrated support for my extracurricular activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	4.0	4.0	4.0
Disagree	10	5.0	5.0	9.0
Neutral	43	21.4	21.4	30.3
Agree	70	34.8	34.8	65.2
Strongly Agree	70	34.8	34.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 8 participants strongly disagreed which is 4% of the overall sample, 10 participants disagreed which is 5% of the overall sample, 43 participants remained neutral which was 21.4% of the overall sample, 70 participants were agreed which is 34.8% of the overall sample, 70 participants remained strongly agreed which was 34.8% of the overall sample.

My parents volunteered to help with my extracurricular activities (e.g., coach baseball team).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.0	3.0	3.0
Disagree	19	9.5	9.5	12.4
Neutral	35	17.4	17.4	29.9
Agree	73	36.3	36.3	66.2
Strongly Agree	68	33.8	33.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 6 participants strongly disagreed which is 3% of the overall sample, 19 participants disagreed which is 9.5% of the overall sample, 35 participants remained neutral which was 17.4% of the overall sample, 73 participants were agreed which is 36.3% of the overall sample, 68 participants remained strongly agreed which was 33.8% of the overall sample.

My parents seemed to be proud of me when I received good grades in school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	3.5	3.5	3.5
Disagree	18	9.0	9.0	12.4
Neutral	29	14.4	14.4	26.9
Agree	64	31.8	31.8	58.7
Strongly Agree	83	41.3	41.3	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 7 participants strongly disagreed which is 3.5% of the overall sample, 18 participants disagreed which is 9% of the overall sample, 29 participants remained neutral which was 14.4% of the overall sample, 64 participants were agreed which is 31.8% of the overall sample, 83 participants remained strongly agreed which was 41.3% of the overall sample.

My parents seemed disappointed when I received bad grades.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	3.0	3.0	3.0
Disagree	9	4.5	4.5	7.5
Neutral	16	8.0	8.0	15.4
Agree	57	28.4	28.4	43.8
Strongly Agree	113	56.2	56.2	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 6 participants strongly disagreed which is 3% of the overall sample, 9 participants disagreed which is 4.5% of the overall sample, 16 participants remained neutral which was 8% of the overall sample, 57 participants were agreed which is 28.4% of the overall sample, 113 participants remained strongly agreed which was 56.2% of the overall sample.

I believe my parents' encouragement helped me stay focused on my education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	7	3.5	3.5	3.5
Disagree	8	4.0	4.0	7.5
Neutral	23	11.4	11.4	18.9
Agree	58	28.9	28.9	47.8
Strongly Agree	105	52.2	52.2	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 7 participants strongly disagreed which is 3.5% of the overall sample, 8 participants disagreed which is 4% of the overall sample, 23 participants remained neutral which was 11.4% of the overall sample, 58 participants were agreed which is 28.9% of the overall sample, 105 participants remained strongly agreed which was 52.2% of the overall sample.

My parents think education is the only way to get ahead.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	4.0	4.0	4.0
Disagree	8	4.0	4.0	8.0
Neutral	24	11.9	11.9	19.9
Agree	67	33.3	33.3	53.2
Strongly Agree	94	46.8	46.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 8 participants strongly disagreed which is 4 % of the overall sample, 8 participants disagreed which is 4% of the overall sample, 24 participants remained neutral which was 11.9% of the overall sample, 67 participants were agreed which is 33.3% of the overall sample, 94 participants remained strongly agreed which was 46.8% of the overall sample.

I knew that if I ever needed help with school, my parents were there for me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	4.0	4.0	4.0
Disagree	10	5.0	5.0	9.0
Neutral	43	21.4	21.4	30.3
Agree	70	34.8	34.8	65.2
Strongly Agree	70	34.8	34.8	100.0
Total	201	100.0	100.0	

In response to this question, total 201 participants were included and among them 8 participants strongly disagreed which is 4% of the overall sample, 10 participants disagreed which is 5% of the overall sample, 43 participants remained neutral which was 21.4% of the overall sample, 70 participants were agreed which is 34.8% of the overall sample, 70 participants remained strongly agreed which was 34.8% of the overall sample.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Parental Involvement	201	4.22	1.032	.073
Academic Performance	201	4.15	1.043	.074

One-Sample Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Parental Involvement	58.038	200	.000	4.224	4.08	4.37
Academic Performance	56.407	200	.000	4.149	4.00	4.29

The tables above show that total participants in parental involvement were 201 and the mean value was 4.22, the value of standard deviation was 1.032 and value for standard error mean was .073 while total participants in academic performance were 201 and the mean value was 4.15, the value of standard deviation was 1.043 and value for standard error mean was .074. The t value for parental involvement is 58.038 and the df value was 200. Mean difference was 4.224, the t value for academic performance is 56.407 and the df value was 200. Mean difference was 4.149.

Conclusion and Recommendations

Conclusion

The study series illustrates the findings of a large number of studies analysing the effects of parental involvement on improving student academic performance. The results of this study are still recognized by parents, relating to students' academic performance and the development of classroom behaviour. Vertical study focuses on students' learning, personality, behaviour, aspirations, achievements, and personal and academic development (Stone & Epstein, 1993 Am Damont, Trott Wayne, Laud Dutik, Noman Mann, Engley, and Snyder). 2012) Epstein, 1982; Epstein, 1991; Gilando and Sheldon, 2012; Yule Yulet and Wilkerson, 2008 Pomerantz et al. 2007). This study analyses the effects of parental commitment and suggests that parental involvement affects students. The statistical significance of this is emphasized in schools, especially by parents, whose ultimate goal is to build strong relationships between schools to improve students' potential and achievement. Some unions have promoted parental involvement in youth education as their central goal.

The Parent Teacher Association (PTA) is a nationwide organization that promotes better education and training for children through the collaboration and coordination of schools, families and networks (National PTA, 2013). They developed a family commitment plan focused on the home school community, which identified and worked to help people participate in a number of projects and exercises (National PTA, 2013). PTA provides parents and teachers with the resources and technology to lead and organize a variety of programs, such as "Family Goes to School Week" and "Male Participation in Meetings".

The National Consortium Parent Partnership Education promotes parental involvement and strong bonds between families, schools and networks. They participate in activities as leaders, lead exercises, and provide ownership and legal information to parents and teachers (EBV Work, 2013). NCPIA provides a number of support assets for schools and parents. The ultimate goal is to strengthen parental involvement, such as associations, research, property, and parent information resource centres and parent training information centres (EBV Work, 2013).

For example, these unions should recognize and emphasize the importance of parental involvement in education. They can provide the necessary tests and data to teach the effects of parental involvement, support and joint efforts by school and parents on academic performance. Parents may not be able to fully control their financial situation, wealth, or supportive influences that affect the potential life outcomes of teens, but they can control their lifestyle and reunite with their children. By teaching parents, the importance of their contributions and providing systems and assets, they will be able to positively support their children, which will improve their graduation outcomes.

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