

# International Journal of Research in Health and Allied Sciences

Journal home page: [www.ijrhas.com](http://www.ijrhas.com)

Official Publication of "Society for Scientific Research and Studies" [Regd.]

ISSN: 2455-7803

## ORIGINAL RESEARCH

### Study of parental involvement at schools in some primary rural schools of Sriganganagar district

Navjot Singh<sup>1</sup>, Onkarnath Mishra<sup>2</sup>

<sup>1</sup>Research Scholar, <sup>2</sup>Associate Professor, Department of Education, OPJS University, Churu

#### ABSTRACT:

**Introduction-**Over the last decade, parents and teachers are supposed to collaborate more and more as partners in education. Because of this positive correlation, parental involvement has become a key component in school policy and government policy concerning family education programs both in the US and in Western-Europe. Teacher-parent interactions require that the teacher be sensitive, understanding, and responsive to the needs not only of the children but of the parents as well. Hence, present study was undertaken to explore the impact of parental involvement in rural lower primary schools in Sriganganagar district. **Aims and objective-**The objective is to explore the perceptions and thoughts about parental involvement among lower primary schools and the extent to which those schools in Sriganganagar involve parents in their children's academic education. **Material and methods-** The selection strategy of the subjects was as follows: from a total of 274 families who have children in the schools, 100 families (that is every 1 of 3 families of the total number) were selected for participation in a survey and 10 parents (that is every 27<sup>th</sup> family of the total number) were selected for a personal one-on-one interview. **Results-** the number of parents who completed the questionnaire and returned it to the researcher out of the 72 surveys returned, 62 (86.11%) were from fathers, 8(5.76%) percent from fathers, and only 2(2.77%) were from guardians/others. Of the 72 respondents, only 3 (4.1%) of the parents had visited five or more times, 6 (8.3%) visited three or four times, and 26(36.1%) had visited one or two times. 37(51.3%) parents have never visited school of their children. **Conclusion-** it is concluded that the importance of parental involvement is less acknowledged throughout the findings of this study Thus, it is important to educate parents to understand the important role they play in the lives of their children and devise a plan for providing parents an opportunity to perceive the effect of their own involvement, which in turn will enhance parental involvement.

**Key words:** Primary rural schools, education.

Received: 4 February, 2019

Revised: 24 February, 2019

Accepted: 27 February, 2019

**Corresponding author:** Dr. Navjot Singh, Research Scholar, Department of Education, OPJS University, Churu, India

**This article may be cited as:** Singh N, Mishra O. Study of parental involvement at schools in some primary rural schools of Sriganganagar district. Int J Res Health Allied Sci 2019; 5(1):127-130.

#### Introduction

Schools usually make quality improvements on various levels in order to enhance their pupils' performance. This can involve, for example, further professionalization of teaching staff, the implementation of new teaching methods or the optimization of facilities in the field of electronic resources. Improving the level of parental involvement is often a priority on the quality agenda of schools as well. In the past decades the relation between parental involvement in children's education and school motivation and school achievement has received considerable attention from many researchers in the field of education and social context.<sup>1</sup>

Over the last decade, parents and teachers are supposed to collaborate more and more as partners in education. To establish these partnerships, the primacy is placed on teachers and schools as they are the professional partners.<sup>2</sup> Parent involvement and family involvement in education has been identified as a beneficial factor in young children's learning and social behavior. The home-based family involvement emerges as the strongest predictor of children's school achievements. Because of this positive correlation, parental involvement has become a key component in school policy and government policy concerning family education programs both in the US and

in Western-Europe.<sup>3</sup> In the developing countries like ours, rural areas still have a number of illiterate adults, hence children have parents with limited reading and writing skills. However, illiterate parents can cultivate literacy in their children if teachers are willing to devote the time and patience to assist such parents. Teacher-parent interactions require that the teacher be sensitive, understanding, and responsive to the needs not only of the children but of the parents as well.<sup>4</sup> Hence, present study was undertaken to explore the impact of parental involvement in rural lower primary schools in Sriganaganar district.

**Aim and objectives**

This study is positioned in a context where rigorous educational reform in Sri Ganganagar is expected to take place, namely the rural areas. The objectives is to explore the perceptions and thoughts about parental involvement among lower primary schools and the extent to which those schools in Sriganaganagar involve parents in their children’s academic education.

**Material and methods**

The subjects for this research study were parents of children in some rural schools. The selection strategy of the subjects was as follows: from a total of 274 families who have children in the schools, 100 families (that is every 1 of 3 families of the total number) were selected for participation in a survey and 10 parents (that is every 27<sup>th</sup> family of the total number) were selected for a personal one-on-one interview. In the case of refusal (or inability to participate) of the selected parent, the next immediate family with the following number was selected.

**Instrumentation**

A survey by interview guide was developed to obtain data to answer the research questions of the study. The survey was comprised of 20 questions, 15 of which were multiple-choice and 5 were open-ended. 10 questions were multiple-choice questions with four choices each. These questions were aimed at investigating into the demographic information of the respondent. There were seven questions which were all multiple- choice questions. These questions were aimed at inquiring into the parental involvement at school and home. The first question focused on parents visiting the school. The second question was with regard to their attending parent teacher meetings. The third question inquired about parents' participation in school activities. The interview schedule was comprised of 18 questions based on the survey. These questions were divided into

three categories. The eight questions of the first category inquired into the demographic details of the interviewee. The four questions of the second category inquired into the interviewees' participation in the learning activities of the children at home, at school, and in the parent teacher activities. The first five questions of then third category were aimed at investigating into the perception of the interviewee with regard to their own involvement in their children's learning activities. And lastly parents were invited to share any other information on the topic.

The investigation was conducted during 2017-2018. The modes of investigation were survey, individual interviews, and a review of documents of the selected school. Of the 200 surveys that were sending 72 (36%) surveys were returned. Of the 15 parents requested for the individual interview, 4 parents presented themselves. The school documents that were reviewed included monthly school newsletters, weekly memos, annual budget reports, and minutes of the school committee meeting.

**The findings of the survey**

**Demographic Information**

The demographic information includes the number of subjects who completed the survey, the parent age groups, their educational background, family income, marital status, and number of children in each family. Table 1 presents the number of parents who completed the questionnaire and returned it to the researcher. Of the 72 surveys returned, 62 (86.11%) were from fathers, 8(5.76%) percent from fathers, and only 2(2.77%) were from guardians/others.

**Table 1: Demographic Information**

Parents	Frequency	Percent
Female	62	86.1%
Male	8	5.7%
Guardians	2	2.7%
Total	72	

**Parents' Educational Background**

The educational background of parents shows that primary school holder were 5(6.9%) fathers, 1(1.3%) were mothers, and 0 (0%) were guardian/others. Of the secondary school holders' 45(58%) \ were fathers, 5 (6.9%) were mothers and 1(1.3%) were guardians/other. Of the senior secondary school holders, 13(18%) were fathers and 2 (2.7%) were mothers. Thus, the majority of the parents were secondary school educators. (See Table 2)

**Table 2: Parents' Educational Background**

Educational level	Father	Mother	Guardians
Primary school	5(6.9%)	1(1.3%)	0
Secondary school	42(58%)	5(6.9%)	1(1.3%)
Senior sec. school	13(18%)	2(2.7%)	1(1.3%)
Graduate	2(3%)	0	0
Total	62	8	2

### PARENTAL INVOLVEMENT AT SCHOOL

Parents were asked three questions regarding their involvement in their children's school during the academic year 2017-2018. The questions inquired about their visiting the school, attending parent teacher meetings, and joining in school activities. Of the 72 respondents, only 3 (4.1%) of the parents had visited five or more times, 6 (8.3%) visited three or four times, and 26(36.1%) had visited one or two times. 37(51.3%) parents have never visited school of their children (See Table 3.)

The second question on parental involvement at school addressed attending parent teacher meetings. Of those who responded, 54 (75%) of the parents had never attended the meetings, 12 (16.6%) attended once or twice, and only 2 (2.7%) of the parents attended five or more times during the school year 2017-2018. There is a striking difference among the parents in attending these meetings. (See Table 4.)

The final question on parental involvement at school related to attending school events. Of those who responded, only 3 (4.1%) parents had always attended, 5 (6.9%) had frequently attended, and 18 (25%) had attended sometimes. Thus, almost three-fourths of the parents had never attended the school events, such as sports, drama, fieldtrips, and so forth. (See Table 5)

**Table 3: School visits**

School visit	Frequency	Percent
Never	37	51.3%
1-2 times	26	36.1%
3-4 times	6	8.3%
5 or more times	3	4.1%

**Table 4: Attend parent teacher meetings**

Attend PTM	Frequency	Percent
Never	54	75%
1-2 times	12	16.6%
3-4 times	4	5.5%
5 or more times	2	2.7%

**Table 5: Attend school events**

Attend school events	Frequency	Percent
Never	46	63.8%
Sometimes	18	25%
Frequently	5	6.9%
Always	3	4.1%

### DISCUSSION

Parental involvement is a combination of commitment and active participation on the part of the parent to the school and to the student. There are many problems concerned with involvement. Many schools simply do not know how to deal with the nontraditional family and the areas of concern that it represents. Parents feel unwelcomed at school, lack knowledge and education, and may not feel

that education is important. The numbers of solutions that can be used to improve parental involvement are substantial. The most important of these, however, is for the principal of the school to be totally committed. When these solutions are implemented the effects are great, especially for the student. Improved student ac According to the survey as well as the individual interviews, the overwhelming majority of the respondents were fathers. Therefore, the researcher is inclined to conclude that in India fathers, as they were active in the past, are still directly involved in their children's education achievement is the key objective.<sup>5</sup>

In previously completed research,<sup>6</sup> as well as in the present study, it has been established that there are two types of parental involvement. One type is that of audience, or visitor, or volunteer; the other is member, or in policy-making governance. In the first category the present study shows that 6.9% of the parents have participated in this form of school activity. However, almost 63.8% (Table3) of the respondents have never attended meetings in the year 2017-2018. The main reasons for not attending parent teacher meetings were cited as lack of its organization, poor leadership, and the presence of cliques.

There are many reasons from the parent and also from the school for this lack of involvement. One of the reasons concerns the lack of understanding of nontraditional families on the part of the school system. The nontraditional family is struggling to deal with many factors that affect every member of the family. These can definitely affect the way that the family is able to be involved in the student's education. More than likely, there is a shortage of time. There just simply are not enough hours in the day to accomplish everything. If there has been a divorce or death in the family, there probably has been a change in the financial standing of the family. By the school not being sensitive to this change, the student/family could be embarrassed. The very nature of the family structure is in a state of change causing confusion and insecurity.<sup>7-9</sup> Parents often do not feel welcomed at school. They feel that what they may have to offer is unimportant and unappreciated. Also, parents may not believe that they have any knowledge that the school is interested in knowing. This is especially true when the parent may not have a great deal of education.<sup>10, 11</sup>

The parents may be doing the very best that they can. "Schools must understand that lack of participation by parents does not necessarily mean they are neglecting their responsibilities. They simply may not have the time, resources, or know-how to help out,"<sup>9</sup> it is also possible that the parent does not have a great deal of interest in the school or his child's education. The parent may not feel that education is important.<sup>11</sup>

Another reason for lack of involvement is embarrassment. The parents may be illiterate. This could make communication difficult if not impossible. Another source of embarrassment is memories of the parent's failure in

school. The parent would not have much desire to return to a place that only served to remind him of his own failures.<sup>12, 13</sup>

Research has established that the most successful parent participation efforts are those which offer parents a variety of roles in the context of a well organized and long-lasting program. Parents will need to be able to choose from a range of activities which accommodate different schedules, preferences, and capabilities. As part of the planning process, teachers and administrators will need to assess their own readiness for involving parents and determine how they wish to engage and utilize them. Communicate to parents that their involvement and support makes a great deal of difference in their children's school performance, and that they need not be highly educated or have large amounts of free time for their involvement to be beneficial. Make this point repeatedly. Encourage parent involvement from the time children first enter school (or preschool, if they attend). Teach parents that activities such as modeling reading behavior and reading to their children increase children's interest in learning. Develop parent involvement programs that include a focus on parent involvement in instruction--conducting learning activities with children in the home, assisting with homework, and monitoring and encouraging the learning activities of older students. Provide orientation and training for parents, but remember that intensive, long-lasting training is neither necessary nor feasible. Make a special effort to engage the involvement of parents of disadvantaged students, who stand to benefit the most from parent participation in their learning, but whose parents are often initially reluctant to become involved. Continue to emphasize that parents are partners of the school and that their involvement is needed and valued.<sup>14</sup>

## CONCLUSION

The ultimate purpose of this study was to investigate the parental involvement on their children's achievement. The researcher believes that the purpose of the study has been accomplished because the importance of parental involvement is less acknowledged throughout the findings of this study. The present study confirms that parents do play a vital role in providing their children with the values and skills essential to success in school and in later life. Again, the results of this study indicate that it is not just parent involvement that is important, but the perception of parents on the impact of their involvement which matters. Thus, it is important to educate parents to understand the important role they play in the lives of their children and

devise a plan for providing parents an opportunity to perceive the effect of their own involvement, which in turn will enhance parental involvement. Otherwise, the danger could be that as long as parents do not understand the importance of their involvement and do not perceive the effect of their involvement, they may not be likely to be enthusiastic about their involvement in their children's education.

## REFERENCES

1. Oostdam R, Hooge E. Making the difference with active parenting: forming educational partnerships between parents and schools. *European Journal of Psychology of Education*. 2013 Jun 1;28(2):337-51.
2. Menheere A, Hooge EH. Parental involvement in children's education: A review study about the effect of parental involvement on children's school education with a focus on the position of illiterate parents. *Journal of European Teacher Education Network*. 2010 May;6:144-57.
3. Menheere A. Parental Involvement in Children's Education: The Special Position of Illiterate Parents. In *The Proceedings of the 20th Annual Conference of the European Teacher Education Network 2010* (p. 122).
4. Denner M, Farris PJ. Guiding illiterate parents in assisting their children in emergent literacy. *Reading Horizons*. 1991 Sep;32:63-72.
5. LaBahn J. Education and parental involvement in secondary schools: Problems, solutions, and effects. *Educational Psychology Interactive*. 1995;1(1).
6. Epstein JL. Parent involvement: What research says to administrators. *Education and urban society*. 1987 Feb;19(2):119-36.
7. Duncan, C. (1992, April). Parental support in schools and the changing family structure. *NASSP Bulletin*, 76(543), 10-14.
8. Lewis, J. (1992, April). Death and divorce - helping students cope in single-parent families. *NASSP Bulletin*, 76(543), 55-59.
9. Wanat, C. (1992, April). Meeting the needs of single-parent children: School and parent views differ. *NASSP Bulletin*, 76(543), 43-48.
10. Dixon, A. (1992, April). Parents: Full partners in the decision-making process. *NASSP Bulletin*, 76(543), 15-18.
11. Vandergrift, J., & Greene, A. (1992, September). Rethinking parent involvement. *Educational Leadership*, 50(1), 57-59.
12. Brink, C., & Chandler, K. (1993, April). Teach the parent; reach the child. *Vocational Education Journal*, 68(4), 26-28.
13. Smith, C. (1991, May). Family literacy: The most important literacy. *The Reading Teacher*, 44(9), 700-701.
14. Cotton K, Wiklund KR. Parent involvement in education. *School improvement research series*. 1989;6(3):17-23