

Review of Literature on Involvement and Style of Parents towards Student Performance

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ABSTRACT

Parents play a vital role as social actors in the development of children's academic achievement by motivating them. Their active participation in their children's learning process is quite important for them to influence their children for a better learning outcome. Parental involvement in literature has been defined in a variety of ways. Parental involvement is generally the involvement of parents in the children's education process with the aim of improving their academic as well as social well-being. These include various activities such as supporting and monitoring homework at home, attending school activities and attending parent and teacher interaction sessions, communicating with teachers, volunteering activities at school, and working with the community. For an every child, the school is often called as the second home, which helps molding a child to become a global citizen. The children are taught moral values and standards through interactions at school, also aiming at developing the knowledge and skills required for the labor market in future. Findings of research done on influence of parental involvement in the academic performance of the children shows that there is a significant relationship between the parental involvement and the student performance of the children. Active involvement of parents appears to have a greater impact on students' performance. A child's parental involvement begins at nursery level and then continues through the primary, the secondary and at the high school. Although it is important at every grade and throughout, yet it is known to be critical at the secondary schooling stage. There's a tendency of parents getting less involved in their children's education when their children becoming young adolescents. Many countries have examined the impact of parental involvement and parenting styles on student performance. As per the literature, lack of research attention has been given to the theoretical blend of parental involvement and parenting style towards students' academic performance in developing countries. Therefore, further research needs to be carried out.

Key words: Parental Involvement, Parenting Styles, Student Performance

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PARENTAL INVOLVEMENT

Parent involvement is the volunteer service of parents at school or at home for the purpose of improving a child's education. Parent participation is a critical component of academic success and social development (Mautone et al., 2015; Yingqi, 2015) Parents that are active

in their child's schools has shown positive effects including increased academic achievement, positive social behavior, augmented resources and social networking opportunities (Garbacz et al., 2015).

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfill their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013).

The transition to secondary school is a period with several developmental tasks, involving academic challenges, decision making processes, regulation of peer socialization and important vocational decisions (Brkovic, Kerestes, & Levpuscek, 2014; Diogo, 2007; Ginevra, Nota, & Ferrari, 2015), and for an adaptive transition, parents can act as and as protectors facilitators (Gordon & Cui, 2012). In fact, parental behaviours (e.g. warmth, acceptance, support, involvement) as well as parent-child relationships (e.g. openness, closeness, warmth) have been touted as powerful tools to promote a positive socio-emotional, behavioural, and academic development (Garthe, Sullivan, & Kliewer, 2015; Ginevra et al., 2015).

Nevertheless, among several parenting practices, parental involvement in school education is one that is most important regarding educational outcomes and future success (Wang et al., 2014; Wang & Sheikh-Khalil, 2014; Wilder, 2014).

Joyce Epstein as a researcher has drawn six types of parental approach, coined as a model, and they are parenting, communication, volunteering, learning at home, decision-making, and collaborating with community (Epstein, 1987, 1995, 2001, and 2011). Further, through the model Epstein emphasizes the importance of parental involvement to be effectively developed in a child and it also make out the diversity of actions needed to be taken by parents in supporting the process of their child's development (Peiffer, 2015).

Parents' involvement in school life was frequently related to academic success, especially in the first levels of schooling, and parents recognized that "the greater the presence and involvement of parents in school the greater the percentage of success". However, parents also assumed that there was a great decrease of involvement in secondary school and explored some of the reasons for this; parental involvement was quite different. Parenting depended also on the help that the school could provide to the families, aiming to increase parents' understanding about their children's development and academic achievement (Costa & Faria, 2017).

Apart from the academic achievement of a student, parental involvement also affects change in behavior with positive effects. Student's ability to self-regulation in the daily routine of life is also improved by the parental involvement (Brody, Flor, and Gibson, 1999).

PARENTING SYLE

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. There are many differing theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest. One of the best known theories of parenting style was developed by Diana Baumrind (1965, 1971, 1978, and 1996). She proposed that parents fall into one of three categories: authoritarian (telling their children exactly what to do), permissive (allowing their children to do whatever they wish), or authoritative (providing rules and guidance without being overbearing). The

theory was later extended to include negligent parents (disregarding the children, and focusing on other interests).

Some empirical studies show that the authoritative parenting style was associated with adolescents' academic achievement (Checa and Gutierrez, 2018). In some, the association between parenting and academic achievement differed from maternal and paternal reports: mothers' parenting styles were not associated significantly with adolescents' academic achievement. It is clear that the parenting style adopted within the family has an impact on children and adolescents academic achievement. The attitudes that parents have towards their kids have an effect on the involvement they show in the school, as well as in the development of skills and abilities needed to cope with school demands. Parenting styles are also a reflection of the society parents belong to, which transmits values, expectations, behavior patterns, belief system and guidelines about optimal and deficient parenting (Checa and Gutierrez, 2018). Baumrind (1991) retained that authoritative parenting style is more balanced parenting style and creates a supportive home environment for children's academic and psychological development compared to authoritarian and permissive parenting styles (Rabgay, 2015).

STUDENT PERFORMANCE

Student's performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, carrying out presentations, completing homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and offer comments to describe how well a student has done or back up the specific grade that was given. Additionally, in a written assignment, the teacher may also offer feedback and guidance on improving the writing. At the state level, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet.

It is very important for all stakeholders in the educational system to identify the factors affecting student's academic success. A study conducted by Damayanthi(2018), revealed that parental factors and student self-studying as the most influential factors at student level for their academic performance. Various attempts have been made by researches to investigate the determinants of student performance, but consensus has yet to be achieved concerning factors impacting student academic performance, and the findings of these various studies are in mixed nature (Athurupane, Nomura and Shoji, 2018).

Many students cannot learn effectively as a result of not been encouraged. The finding of the studies shows that the Parental involvement (parenting, communicating, learning at home, decision making) has a positive impact towards student performance (Ubale, Abdurrahman and Abdullah, 2015). Since the motivation deals with the human behavior and cognitive development, parents should be involved in the educational development of their children that will eventually enable them to be more productive in the society (Ubale et al., 2015). Further, Arulmoly and Elankumaran (2017) also examined that parental involvement has a significant relationship towards their children's performance at the school.

PARENTAL INVOLVEMENT AND STUDENT PERFORMANCE

Most parents assumed that their children could not be educated merely on the school environment and that home environment would have a lasting impact on school education. Therefore, many parents recognize the importance of school and home collaboration in educating their children.

Findings of research done on the influence of parental involvement in the academic performance of the children shows that there is a significant relationship between the parental

involvement and the student performance of the children (Yaseen, Zaman and Rasheed, 2017, Ambachew, Amare and Geleta, 2018, Simweleba & Serpell, 2020). However, parents' active involvement is more influential with students' performance than the other socioeconomic factors. While parental involvement is important at every grade level, it is critical at the secondary school stage because parents of young adolescents have a tendency to become less actively involved in their children's reach upper secondary stage in their education (Oates, 2017).

Moreover, the existing researches have revealed the importance of parental involvement towards student performance. Mutodi and Ngirande (2014) argues Three parental involvement constructs, that is, parenting, parent –teacher communication and home and family support were found to be positively related to performance. Studies conclude that the home and family support is the most significant factor that determines a learner's performance.

The parents who involve themselves in the children's education at home, their children as a result, show good performance at school. Akbar, Chisthi & Younes, (2017) stated that the Parental involvement is found statistically significantly contributing towards the outcome of Student Performance. The study helps us to accept that there is a relationship between parental involvement and their children's academic achievement. Furthermore, studies carried out by Hussain, Javaid, Parveen & Iqbal (2018) and Ambachew, Amare, & Geleta (2018) revealed that there is a strong positive and significant relationship between parental involvement and academic performance of students. Similarly, studies carried out Akbar (2015);, Topor et al., (2010) reviles that Parental involvement (PI) is found to be statistically significantly contributing towards the outcome of Students' scores. Research studies carried out by Jaiswal and Choudhuri (2017) suggests that when parents are actively involved in their children's educational activities, show affection to their children, participate in school events, democratic and responsive in nature, and keep positive educational expectation then students' academic performance becomes higher.

Based on Parka and Holloway (2017) studies, stated that the effects of school-based parental involvement on academic achievement at the child achievement in mathematics significant. Parental involvement became more strongly related to mathematics and reading achievement as children move through the grades. Providing information on how schools function, how to support learning, and how to access educational resources is another way to encourage parents to become more involved in school-based activities (Park and Holloway, 2013). Further, the studies confirm that parental involvement as the most powerful predictor of, particularly for low socioeconomic families, is the creation of a school environment where parents feel welcomed and valued by educators (Walker, Hoover-Dempsey, & Sandler, 2007; Hoover-Dempsey, & Sandler, 1997; Park & Holloway, 2013; Baquedano-Lopez, Alexander, & Hernandez, 2013)

There are various studies which provide empirical evidence on the positive impacts of the parental involvement and the student performance, in developing countries as well. In a study carried out in Ghana by the researchers Amponsah, Milledzi, Ampofo and Gyambrab (2018) reviled that there is a significant positive relationship between parental involvement and students' academic performance. Their findings revelries that parental involvement through homework, creating a learning environment for studying at home, motivating and setting realistic and high expectations for children enhances academic performance. Hence, parents as the prime educators and the first agents of socialization and exposing children to the social and academic world should play a leading role in supporting their children's education. Thus, for their children's educational attainment parents should set high and realistic expectations, to motivate their children to perform well academically.

By establishing and enforcing the rules and regulations regarding school and home activities as well as providing opportunities and environment conducive for learning parents should also ensure home supervision. Schools should encourage Parent-Teacher Association (PTA) sessions to be conducted to educate and assist parents to develop better parenting skills (Amponsah, Milledzi, Ampofo and Gyambrab, 2018).

Another study carried out in Ethiopia, Ambachew, Amare, and Geleta, (2018) argue that there is a strong relationship between parental involvement and academic performance. Further, it significantly predicts student academic achievement motivation. On the other hand, pointed out that there is limited study on the relationship between parental involvement and academic achievement of secondary school students as majority of the research in this area has been conducted exclusively with elementary school students (Simweleba & Serpell, 2020).

Parents should devote their time, effort, resources on their children's schooling to enhance their academic performance. They should actively participate on their children's schooling. Spend more time with their children, pay attention and follow up with their children to complete assignments, homework, note books and by providing rewards to motivate them, discuss on school activities, expectations of academic achievement, and the importance of achieving good results (Assefa and Sintayehu, 2019; Grolnick, 2014).

Another study has shown that the level of parental involvement focused on four main aspects as learning environment at home, social interaction with child, communication with child and support towards child excellence. Thereby, parents realize the importance and take action in providing an appropriate learning environment for children such as providing study area and reference books, have a conversation with the child, enquire child's activities and discuss their problems. Thus, concludes as there is positive relationship between parental involvement and students' performance (Ahmad et al., 2017). Research carried out by White (2017) indicated there are benefits of parental involvement (Fan et al. 2012; Green et al., 2007; Williams & Bryan, 2013) that can positively influence student performance.

Mahuro and Hungi (2016) adopt two of the six types of parental involvement presented in the Epstein parental involvement model, parenting and communication with the school. They conclude as these types of involvement have contributed to their children an advantage towards academic achievement.

However, some of the previous studies on the relationship between parental involvement and student performance have delivered mixed and weak findings. Several studies have shown that parental involvement in children's academic education tends to decrease across schooling, moreover parental involvement changes throughout school (Jeynes, 2011; Costa and Faria, 2017; Wijsman et al., 2018).

On the other hand, father-child attachments were uniquely predictive of children's positive and negative school outcomes (Holmes and Huston, 2010), although predictive relations varied depending of the specific outcomes. Fathers' school-based, but not home-based, involvement was significantly and uniquely predictive of children's negative attitudes towards school (Fatherhood Institute, 2010; Flouri, 2006). Both home-based and school-based educational involvement were negatively related to school problems but positively related to academic self-concept and school achievement, although associations were weaker than expected (Hoover-Dempsey & Sandler, 2005; Walker et al., 2009). In US, father educational involvement was related to fewer school problems, greater knowledgeable/school status, and higher school achievement. In the Taiwan, father involvement was inversely related to children's school problems, but not knowledgeable/school status or school achievement (Newland and Chen, 2013). Hill and Tyson's analysis (2009) also found that school-based involvement was consistently related to children's school achievement, while home-based involvement was not.

While parental involvement has been found to be related to increased academic performance, the mechanisms through which parental involvement applies its impact on a student's academic performance are not yet fully understood (Collins, Juma and Murundu (2019). Today, the family structure is quite different, one parent as the bread winner does not exists. With the new family setting the financial demand today, many parents are not able to support their children's education when it comes to parental involvement (Burns, 2010). Therefore, it can be said that the relationship among parental involvement and student academic performance is questionable because of the inconsistent findings of studies related to this relationship (Sulaimani & Henning, 2020).

The inconsistent findings of the parental involvement construct sets difficult to arrive at any general conclusion. Some research studies revealed a positive relationship between parental involvement and student academic achievement (Barnard, 2004; Christenson et al., 1992; Singh et al., 1995) and others reported no measurable to negative effect of parental involvement on student academic achievement (Keith et al., 1986; Tokac & Kacayoruk, 2012).

Moreover, Lam and Ducreux (2013), in turn, found no significant association among parental help, monitoring and pressure and academic achievements. There are a number of dimensions that are yet to be tested together as the dimensions of parental involvement affecting the student performance. There is a gap in knowledge relating to the parental involvement and student performance (Juma, Muramdu, Colins, 2019). Thus, there is a need for research to explore further on the relationship between parental involvement and student performance (Juma, Muramdu, Colins, 2019; Sulaimani & Henning, 2020). Although there's a declining trend in parental involvement towards student performance as children proceed to high school (Wijsman et al., 2018), it is still questionable because of the inconsistent findings of studies related to this relationship. Thus, there is a need for research to explore further (Sulaimani & Henning, 2020).

PARENTING STYLE AND STUDENT PERFORMANCE

Over the years parenting styles and behaviors has evolved. The three parenting styles namely; authoritative, authoritarian and permissive (Baumrind, 1966, 1967, 1978, 1991) are used to determining academic success in literature from western cultures (Masud et al., 2015; Pinquart, 2016; Checa et al., 2019). Evidence from cultural similarities with Pakistan shows varied findings. A study from Iran shows support for the authoritarian parenting style similar to Pakistan (Rahimpour et al., 2015). Determining academic performance of students in the West and European countries the authoritative parenting style is the dominant and most effective style applied, while Asian countries show more favorable results for academic performance for the authoritarian style (Masud et al., 2015). However, high parenting style of the father adds a significant contribution to obtain higher academic grades by their children. Thus, father's role plays an important part in determining their children's academic outcome in Asian cultures (Masud et al., 2015).

A number of studies have been conducted on the relationship between parenting style and student academic performance (Kösterelioğlu, 2018). Most scholars have found a positive impact of parenting styles on student performance. Lerdponkulrat et al. (2012) reported students who perceived their parents as authoritarian had higher performance. Mahasneh (2014) reported positive relationships between parenting style and academic success on authoritarian and permissive parenting styles and, the authoritative parenting style is the best predictor of academic achievement.

According to Purificación C, Alicia (2018) and Orhan-Özen (2017) parenting style has a positive effect on student performance. Jeynes (2010) indicated that parenting style is an important component of parental involvement because it helped to produce a positive home

life for the child. The home-to-school relationship is significant because it can expand and redefine the whole concept of parental involvement (Seginer and Mahajna, 2018). Xu, Dai, Liu and Deng (2018) examined how children at near adolescents' age perceived parental psychological control and autonomy based on their parenting style towards academic achievement. Study carried out in Bhutan (Rabgay, 2015), found that there were differences in students' academic performance due to differences in parenting style. It revealed that, out of the three parenting styles, namely authoritative, authoritarian and permissive, found that authoritative parenting results in better students' academic performance compared to students whose parents had an authoritarian and permissive style of parenting. In the same way, Uma and Manikandan (2014) noted that parents style play a significant role in determining the level of academic performance among adolescents. Thus, it is essential that parents should be equipped with appropriate knowledge and skills so that they can provide better guidance for their adolescents' positive development especially in academic aspects.

CONCLUSION

Parental involvement is partaking of parents in their children's educational process with an aim of improving their academic and social well-being. Education is a power that influences individuals' lives. Parents' participation in the education process can increase the performance of their children. The more parents engage with their children, the higher scores their children achieve.

Parenting has been one of the main focuses in developmental and educational fields and much theories has been advanced about parents' personal and social factors that better foster children's growth and development. Particularly in adolescence there are several developmental and contextual transformations as well as challenges that affect not only adolescents but also their parents. As per the literature, parental involvement is represented by six dimensions such as parenting, parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision making and collaborating with the community, are well documented.

Parenting styles are the manner in which parents rear their children. Parents want their children to grow into socially mature individuals. To discover the best way to accomplish this they adopt varying parenting styles. As per the literature, parenting styles have identified as three dimensions, namely; authoritative, authoritarian and permissive. These three dimensions such are well documented in the literature.

Both parental involvement and parenting styles affect student performance as per the literature. Further, it significantly predicts student academic achievement motivation. Parents as the prime educators and the first agents of socialization and exposing children to the social and academic world should play a leading role in supporting their children's education. Lack of parent's attention affects better performance of their children at examinations. If children are motivated by their parents by getting involved in their learning journey, children tend to continue to perform successfully at their educational attainments.

Several countries have examined the impact of parental involvement and parenting styles on student performance. Yet, as per the literature, lack of research attention has been given to the theoretical blend of parental involvement and parenting style towards students' academic performance in developing countries. Student performance is viewed as one of the key elements in developing the human capital of a country. Therefore, further research needs to be carried out, especially in developing countries.

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