

## The Contemporary Epoch of Embryonic Skills and The Protagonist of Parents in Refining the Academic Accomplishments of their Children

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### ABSTRACT

*The purpose of this research study was to measure the effects of parents' involvement on academic achievements of the students in this present era of modern technologies. For the purpose data was collected from parents, teachers and children, to know how parents are involving themselves in their children academic matters, are teachers in favor of parent's involvement and how do children perceive their parents' contribution in their academic matters? The collected data from parents and teachers was analyzed by using SPSS while students' responses were labeled and quantified. The findings reveal that both teachers and children admit that parents' involvement have positive impact on the children achievements.*

**Keywords:** *Contemporary Epoch, Embryonic Skills, Protagonist, and Academic Accomplishment*

### INTRODUCTION

We are living in an innovative world marked by challenges and complexities. Indeed, the new innovations have improved the life-styles, thinking capabilities and habits of minds. All these have affected the lives of people greatly. Change is a dynamic process therefore; the new innovations are constantly calling for changes by putting different challenges in front of people. A person is an individual in a society and off course When we talk about change and innovations, we are convinced that changes, innovations, new demands etc. affect each sphere of life. The growing changes have affected each sphere of our personal, social and professional life. In this connection, education cannot be ignored. Now, as compared to past, education has transformed into a vast domain where researches are done by the educationist and other social researchers for the improvement of education system across the world. Education and education process have their own demands and complications. The researchers in the field of education are working constantly to know the modern educational demands, problems faced by teachers and educators in the process of education, difficulties encountered by students to achieve good academic grades and a lot more. Moreover, they are bound to fulfill all the demands that are essential for the successful survival in society. Education refers to the process that facilitates learning, training, acquisition of knowledge and skill and habits. Different scholars have defined education in different ways to reveal its importance. Therefore, there is not any common consent on a single definition. A few definitions are included here for the understanding the concept, applications and significance of education.

According to Plato; *“Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.”* As per Aristotle; *“Education is the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to*

*enjoy the contemplation of supreme truth, goodness and beauty.”* According to Rousseau; *“Education is the child’s development within.”* As per John Dewey; *“Education is not a preparation for life, rather it is the living. Education is the process of living through reconstruction of experiences. It is the development of all capabilities in the individual which will enable him to control his environment and fulfill his possibilities.”* As per Awan (2013); *“Education is the most important factor which plays a leading role in human resource development. It promotes productive and informed populace and creates opportunities for the socially and economically deprived sections of society.”* In all the definitions of education, it is revealed that education is the training of mind to perceive, to think and to understand. Education helps people in perceiving the objects or environment or a system and to think the needs of the system and to work for the smooth functioning and betterment of the system. Educational researches have been working constantly on the emerging need in the realm of education and introducing new ideas and strategies to help out educational leaders, teachers, students and parents to cope with the problems. Various methods have been introduced by the educational researchers and currently the educationists are working on to find out the factors effecting the academic achievements of the students. They have find out many factors that can help the parents and teachers for the improvement of academic achievements of the students. One of these is “parental involvement.”

Parental involvement refers to the involvement of parents in the education process of their children. The studies have brought to light the fact that the active involvement of the parents with schools and community is must for the improvement of the academic achievements of the students. As students are the most valuable asset of any nation, they need to be educated in a way that develops their minds to learn certain skills through teaching, training, research, and development so that they can become the effective contributors towards their country’s socio-economic development and national prosperity. The scholars like Awan and Dahmina conducted a study in 2015 in which they concluded that only the people who are educated in modern skills can cope with the future challenges. While the people who lacks modern skills that are the essential weapons for the survival in the competitive world of technology cannot participate in the national development. Therefore, it is strongly believed that students’ academic achievements are an important area to be focused on. For this parents and teachers need to work in collaboration. Nowadays, it is observed that parents do not involve themselves in the education of their children because of certain factors. Some of the commonly observed factors are:

**i. Economic strives**

Because of inflation and other economic factors parents remain busy in earning to meet their everyday needs. They remain anxious to pay school fees of their wards and to provide them the other needs.

**ii. Lack of awareness**

Lack of awareness among parents regarding their role in students’ academic achievements is one of the major hindrances. Parents hold schools and teachers the sole responsible for their children’s academic performance.

**iii. Limited time**

Parents remain busy in their job responsibilities and other social activities and they do not find time to visit schools and to communicate the problems of children with the teachers.

The recent studies have shown that without active involvement of parents, it is impossible to help out students to achieve high academic scores. That’s why, the researcher has planned to conduct the study on the role of parental involvement on the students’ academic achievements. The findings of the research study will be helpful for the administrators,

teachers and parents. Parents will come to know the role they need to play for the best academic results by communicating with children and teachers. Children will learn to communicate their problems with their parents and teachers. This will boost their confidence to excel for the best academic achievements. Repetti (1996) indicated; *“Children described themselves as more demanding and difficult with their parents on days in which they had earlier perceived more problems with peers, such as being teased by another child or feeling excluded by friends, or more academic problems, such as receiving a poor grade or having difficulty with schoolwork.”*(p.1477) Gonzalez- Pienda, et al., (2002), in their study, concluded; *“Without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful content.”* (p.281) Throughout education process of an individual's education, primary level is very important. Atieno (2011) argued that primary education lays the foundation upon which social and political development of a nation is founded. Unfortunately, we do not live in a perfect world, and the reality is that many parents are not as involved in their children's education as they could be. In recent times teachers have been criticized for the dwindling performance of pupils in schools forgetting that education is not only a teacher or school affair. It is a collective responsibility of the home of which the parents play a major role, the school of which the teachers and school authorities also play their role and the wider society. The purpose of this present study is therefore to determine the effects of parental involvement on the academic performance and attitude of the pupils. If the students are to reap the maximum benefits in their schooling, they must enjoy parental support. In all spheres of learning, there is substantial research evidence that involvement of parents in their children's schooling gives a positive effect on their learning outcomes (Desforges & Abouchaar, 2003; Rafiq, Fatima, Sohail, Saleem, & Khan, 2013). Gould (1999), expressing his views on the importance of parental involvement in children's education writes that children show good performance in schools when their parents are involved in the education process. Bryan (2005) also supported the same idea. He, highlighting the positive impacts of parents' involvement in the education of children wrote that the involvement of parents in children's education has positive outcomes and results in best academic grades. We all believe that home is the first institution of a child and parents are the first teachers. The education process starts at home through interaction with family. As per Velez & Jones (1997) parent/child interaction lays a firm foundation for academic achievement. A parent is the first and most important teacher in life and he or she is expected to play an active role in the child's pre-school journey. Zellman & Waterman (1998) in their study on the role of parental involvement in children's education wrote that children's education can be divided into two general categories: school-site involvement and home involvement. Epstein (1987) branded four categories of parental involvement in schools: (1) basic obligations, (2) school-to-home communications, (3) parent involvement at school, and (4) parent participation home learning activities. More recently, Epstein (1992, 1994) extended her work and clear six stages, or categories of school-related parental involvement: (1) assisting parents in child-rearing skills, (2) school-parent communication, (3) involving parents in school volunteer opportunities, (4) involving parents in home-based learning, (5) involving parents in school decision-making, and (6) school-community collaborations. Parents involvement in a child's early education is consistently found to be positively associated with a child's academic performance(Hara & Burke, 1998; Hill & Craft, 2003; Macron, 1999; Stevenson & Baker, 1987). McMillan (2000) noted that parental pressure has a positive and significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children's academic performance. Farooq, Shafiq and Berhanu (2011) concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Educated parents can better communicate with their children

regarding the school work, activities and the information being taught at schools (Paul Mutodi, 2014). Ms Bushra Iqbal Cohan and Rehana Masrur Khan (2010) the power of primary education on economic, health and social development cannot be underestimated. Similarly, Schickedanz (1995) also reported that children of passive parents were found to perform poorly academically. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Campbell, 1995). The literature and available research is consistent in showing that meaningful parent involvement results in gains in student achievement. (Sattes, 1985)

### **Statement of Problem**

In this modern era of technology, it is frequently quoted by number of scholars that technology is not only benefiting the man kind but it has also adverse effects on the young people. Parents and teachers are the major stakeholders, both need to work together but again parents need to exert more energies as children spend more time with them and at home children have ample time, they could spend it for studies or could waste it by indulging themselves in non-academic activities especially available through technology.

### **OBJECTIVES**

#### **General Objective**

The general objective of the study was to find out the role of parents in the academic achievements of their children.

#### **Specific Objectives:**

- i. To find out how parental involvement effect the overall behavior of the children.
- ii. To explore the challenges faced by parents.

#### **Research Questions**

- i. Does the parents' involvement effect on students' academic achievement?
- ii. How do parents involve themselves in their children academic matters?
- iii. What are issues of parents of primary level students?

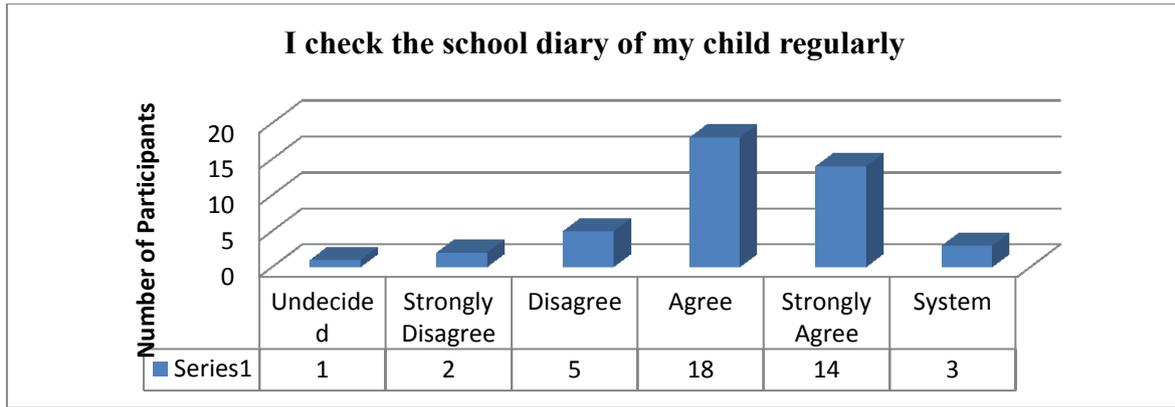
### **METHODOLOGY**

To carry out this research study both qualitative and quantitative methods was used. The students, parents and teachers of both public and private schools providing education in Karachi were the research population. Convenience sampling was used to collect the data. Questionnaires were designed to collect data. Children were interviewed. Survey method will be used to collect data. SPSS version 22 was used for quantitative data analysis. The analyzed data is presented in tables and graphs while qualitative data is quantified.

### **DATA ANALYSIS**

#### **Parents Responses**

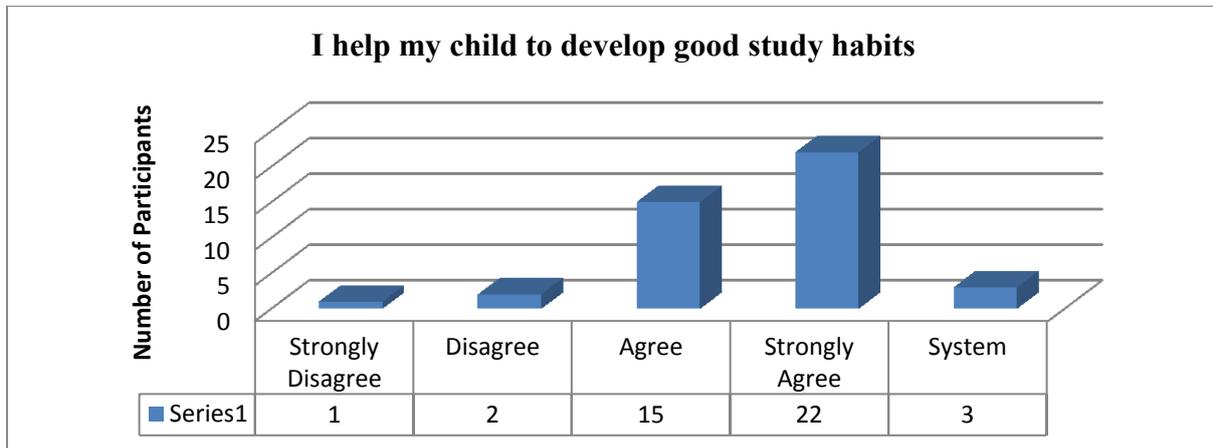
*Item-1:* A school dairy is a source of communication between parents, teachers and school administration, therefore it is very essential for all to use it properly. An item related to this query was included in the questionnaire, parents' responses are given in the table and graph below:



**Figure 1: Parents’ responses about their child school diary**

Eleven parents used options like undecided, S. Dis., disagree. or marked nothing reveal that they do not check the dairy daily, while the large majority somehow it.

*Item-2:* As children spend most of their time at home, therefore it more possible for parents to do such arrangement which could help children to develop good study habits. The responses of parents related this issue are as under:



**Figure 2: Parents’ responses to help children to develop good study habits**

The above data reveals that most of the parents do this task as per their understanding at their level.

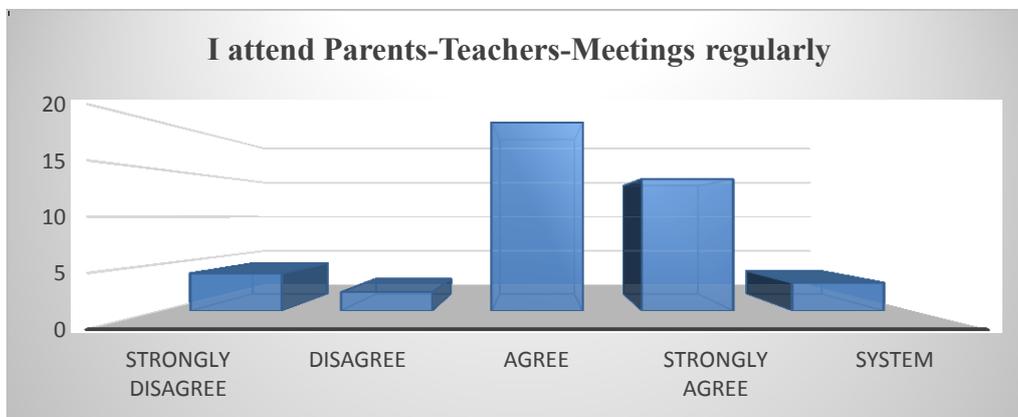
*Item-3:* Parents support is always required for achievement; parents’ responses related to this issue are as under:



**Figure 3: Parents’ responses to encourage their child to get good grades**

Only few parents were not having required response while most of the parents were doing this effort at their level.

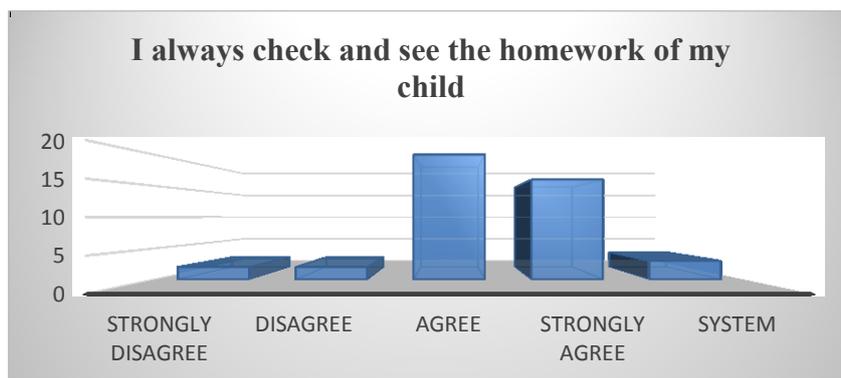
**Item-4:** Nowadays school administrations arrange events which provide opportunity to parents, teachers and school administration to interact and communicate with each other, PTM is one of those opportunities. Parents responses related to this matter are as under:



**Figure 4: Attendance of parents in PTM**

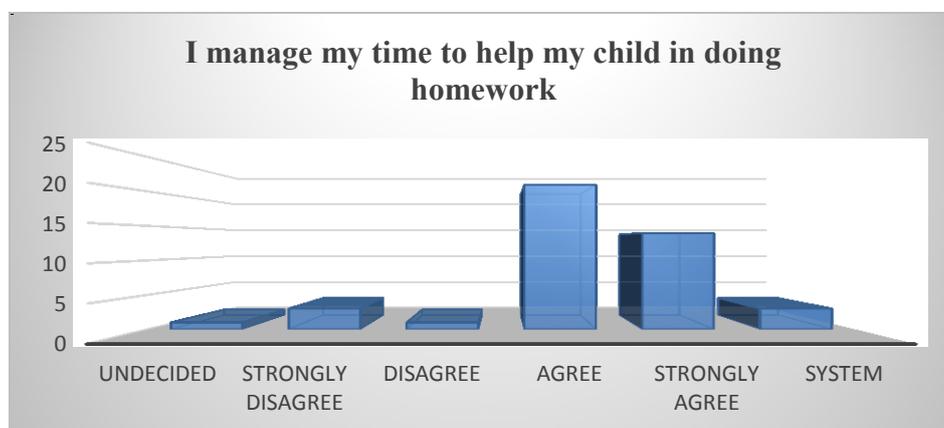
Most of the parents attend PTMs

**Item-5:** Data reveals that most of the parents check the homework of their children.



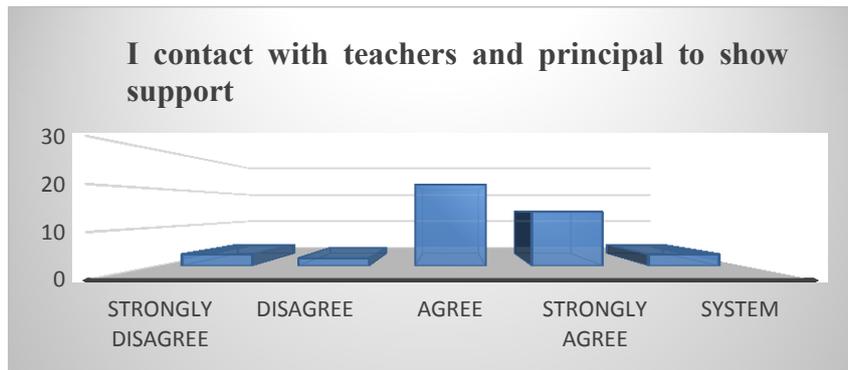
**Figure 5: Parents' responses about checking of homework**

**Item-6:** The data below reveals that most of the parents also shown Agreement that they spare time to help their children in their endeavor of completing their homework.



**Figure 6: Parents' responses about helping in homework**

**Item-7:** Nothing will happen till parents are not involved or the efforts are not supported by them. In response to a question related to this item, parents’ responses are as under:

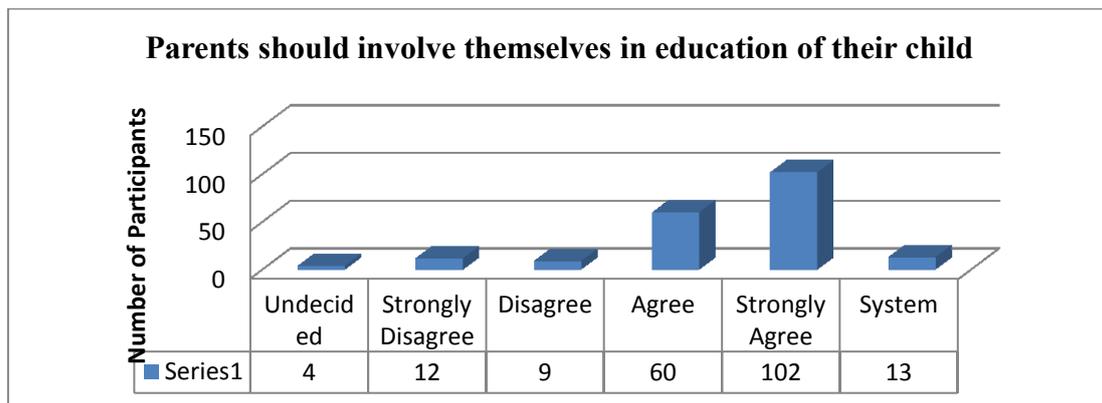


**Figure 7: Parent contact with principal and Teachers**

Data reveals that most of the parents’ contact teachers and principal to show their support.

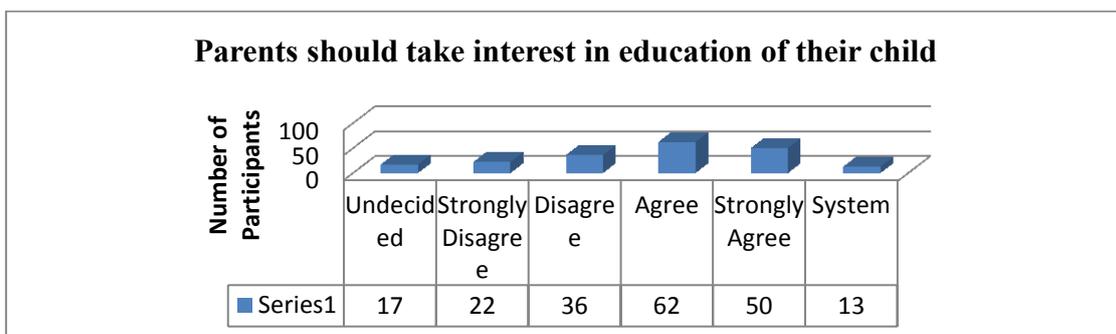
**Teachers’ Responses**

**Item-1:** The teachers were asked, about involvement of parents in the education of their children. Eighty-one (81%) participants were of opinion that parents need to involve themselves in the education of their children as it is shown in the data given in the table below:



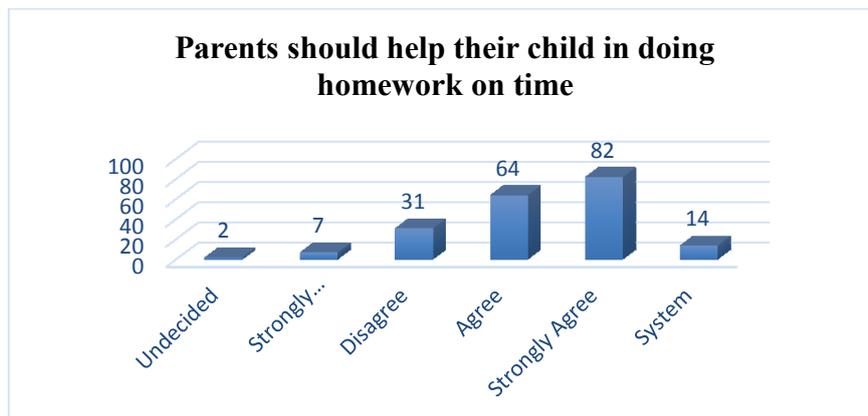
**Figure 8: Parents involvement in education of their children**

**Item-2:** It is concluded that teachers’ opinion about parents’ interest in their children education is fifty-fifty as forty-six % (46%) teachers were on options of disagreement or undecided while fifty-six % (56%) were on the side of Agreement, as there is not much difference therefore decision cannot be taken on such results.



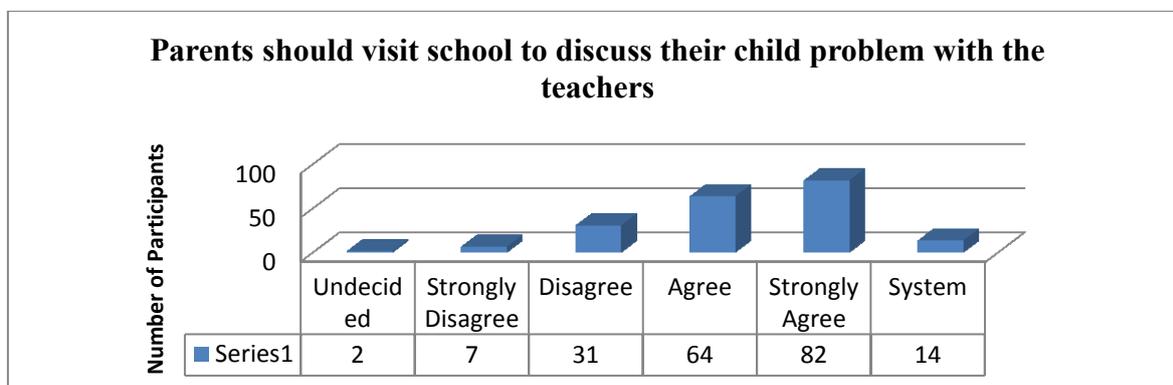
**Figure 9: Parents interest in education of their children**

**Item-3:** in response to the question related to parents’ help in completing the homework of their children seventy-three (73%) teachers used the options of Agreement.



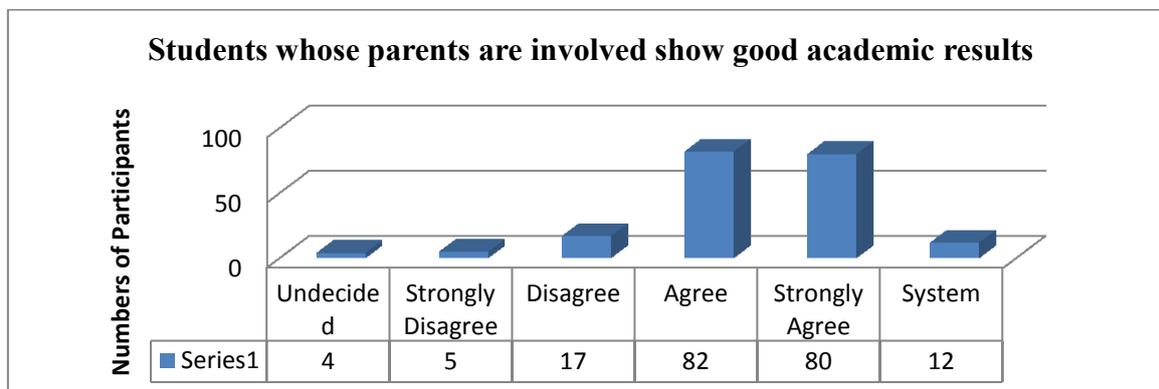
**Figure 10: Parents help in homework of their children**

**Item-4:** When the teachers were asked about parents visiting school, seventy-six % (76%) teachers Agreed that parents should visit the school.



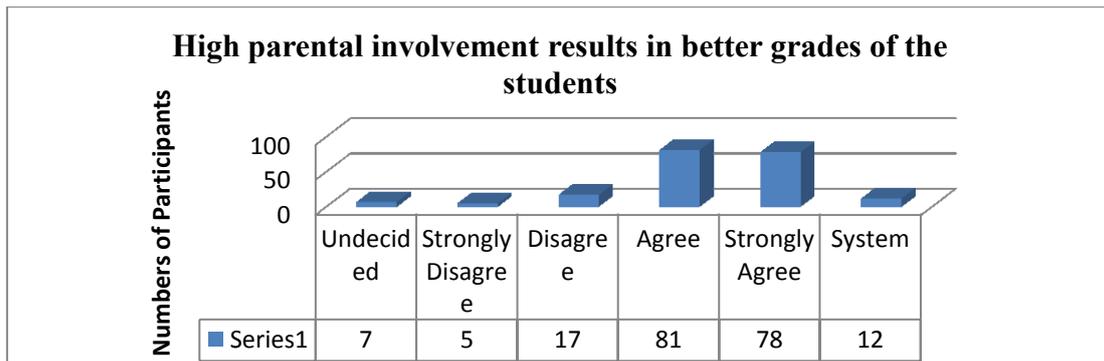
**Figure 11: Teachers opinion about parents’ visit to school to discuss their child problem**

**Item-5:** In response to parents’ involvement and children academic results eight-one % teachers showed Agreement that parents’ involvement improve the academic result of their children.



**Figure12: Parents’ involvement and children academic results**

**Item-6:** Further when they were asked that whether parents involvement improves the grad, then seventy-nine % (79%) teachers Agr.d.



**Figure 13: Parents involvement and improves the grad**

**Analysis of Data Collected from Students**

Keeping in view the age of the participants, interview questions were formed and the researcher herself visited and asked questions from the boys & girls of private and public schools of Karachi. Five questions in Tot. were asked, the responses of boys and girls students are shown in detail below:

**Question No. 1:** How do your parents help you to complete your assignment?

In response to this question, respondent boys belonging to different classes responded differently, their responses were *‘they don’t participate’*, *‘help a bit in school homework but if they don’t we do not feel’*, *‘my parent do not help, I go for tuition’* *‘my parents fully support me, they have provided me internet facility I get help from it’*, *‘they help in to complete the home assignment and guide me to solve the difficulties’*, *‘they check the daily dairy and help me accordingly’*, *my mother is uneducated so she helps me a little’*, *‘sometimes they are unable to understand the assignments’*, *‘they help me in completing homework by sharing information and also teach me lesson of punctuality’*, *‘they help me to complete my assignment by using internet’*, *‘they provide me all sorts of help in completing homework’*, *‘help’*, *‘my sister helps me in completing homework’*, *‘they help me to complete the assignment on time’*, *‘my parents are uneducated, I do my homework at tuition’*, *‘yes, my parents help in completing my homework’*, *‘when we get home task from school, my parents do not help me I do it by myself’*, *‘my parents ask me to do the work by myself but if they find I am unable to do that work then they help me’*, *‘my parents pay the school fee and give help in different matters’*, *‘they are very helpful and provide all types of supports’*, *‘my parents send me for tuition’*, *‘I do my homework by myself’*, *‘no, nobody help me in completing the homework’*, *‘yes, do my homework by myself’*, *‘they help with devotion and provide all kinds of supports’*, *‘yes’*, *‘yes, they help me in all matters’*, *‘when I complete my assignments they review it’*, *‘they do not understand those assignment because of lack of knowledge’*, *‘when I finish my assignments, they sit with me to review the assignments’*, *‘send for tuition, see the homework, understand it, and then help’*, *‘when I do homework, they check it and see what type of method could be suitable to do this work’*, *‘my mother helps me in doing the homework and she guides me’*, *‘my parents do not ask me to do any work rather than school and madressa work’*, *‘my parents send me for coaching’*, *‘sister teaches me, checks dairy, and help in doing homework’*, *‘they guide and motivate me in completing the home assignments’*, *‘they do their 100% for me’*, *‘my parents help me in doing all kind of assignments, encourage me, and solve my matter by putting everything aside’*, *‘yes, my mother helps and teaches me’*, *‘my parents help me in solving Mathematical problems and help me doing homework’*, *‘when I feel problem, they help me in understanding that assignment, and tell me interesting stories’*, *‘they pay full attention on completing homework, bring new books which help me in completing my assignments’*, *‘by bringing those thing’*, *‘by*

*explaining', 'my grandfather helps me in doing assignments, smaller assignments I do while bigger one is done by my grandfather', 'in the morning I sit and do my school work, my mother just asks me to do, while no body help me in doing homework', 'my parents do not help me in doing homework, my father's friend help me in doing assignments, 'I do by myself', 'if I need something for school they provide and help in doing the assignment', 'they help me by giving more knowledge about the topic or assignment', 'my parents provide full support in doing homework, my father teaches for two hours daily', 'when I get any assignment from school, I do it by myself, my parents remain busy in their works, 'my parents force me to do assignments first and then let me to go out to play', 'my parents take keen interest in my study, they complete my assignments personally', 'help in remembering', 'in polite manner they help me',*

**Question No. 4:** Do your parents attend your school's functions?

*In response to the forth asked question, the unique answers were, 'they do', 'do not attend because of shortage of time', 'mother attend because father do not have time', 'father does not have time, while mother is not allowed to come out of home', 'they school functions regularly and happily', 'only my mother attend school functions', 'they join and sit close to me so to give courage to me', 'come in the functions', 'they do not come in school functions', 'they are always ready to attend my school functions', 'my parents do not come', 'not regularly, sometimes they escape', 'sometimes my father comes', 'they postponed their program to attend my school program', 'come on parents day', 'come by taking leave from office', 'they do not come because cannot speak Urdu', 'with good feelings', 'my parents attend school function happily and give time', 'on and off', 'they do not come but we ourselves tell them about our achievements', 'not', 'they attend very often', 'do not have time', 'they rarely attend school functions'.*

## **CONCLUSION**

It is concluded from the present research study that if parents and teachers work together then ultimately their efforts improve the academic achievements of the students. In this regard, teachers have shown their concern related to the involvement of parents and they agreed that those students whose parents involve themselves in all kind of their children activities their children academic achievements are better than others.

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