

Effect of Parental Participation in Early Childhood Education in Government School

Sher Alam Khan

MPhil Scholar, University of Swat

Sheralam535@gmail.com

Erum Javed

Instructor Education at Virtual University of Pakistan

erum.javed@vu.edu.pk

Maida Maqsood

MS English Linguistics, Government College Women University Sialkot Pakistan

maidamaqsood30@gmail.com

Pakistan Journal of Law, Analysis and Wisdom

Vol 2 No.1

Abstract

The study focuses on effects of parental participation in early childhood education. The study was quantitative in nature, data were collected through a self-developed questionnaire from a sample of 476 parents with school-aged children in Lahore, and selected "purposeful sampling technique." The study examined the correlation between parental involvement in children's education and positive outcomes in public elementary schools. The findings revealed that children with actively involved parents exhibited improved academic performance, better interpersonal relationships, and enhanced mental well-being. Despite these positive outcomes, the study also highlighted that only a minority of parents demonstrated appreciation for such involvement, as most did not attend school events due to their lack of knowledge about the process. In light of these findings, the study recommends the establishment of a development program aimed at fostering parental involvement. However, it is worth noting that only a small proportion of parents demonstrated an appreciation for such initiatives. Consequently, the research underscores the importance of public schools taking proactive measures to increase parental participation in their children's education.

Keywords: *Parents' Involvement, Early Childhood, Govt schools.*

1. Introduction

This section goal is to introduce the topic and show why this study is important. It gives a review of what families can do to help their children do better in school. Parents' thoughts and deeds about their kids' education have a big impact on how often the children go to school and how well they

do in school. Positive attitudes about school and education on the part of parents are linked to more involvement in their children's present and future schooling. Because of this, parents are less likely to help their kids with school. There seems to be a consistent link between parents being involved in their children's education and both academic success and healthy social growth. Participating in home learning activities gives parents a chance to teach, be a role model, and lead their children,¹ even if they don't know how to help their children with assignments, advice, and support. If kids' parents are interested in their education, they are more likely to do well in school. A recent study by the National School Public Relations Association found that when parents are more involved, students do better in school, go to school more often, and behave better at home and in the classroom. The South African School Act (Act 84 of 1996) says that everyone with a stake in the

¹ B. Dekker and G.N. Smit, "Browse Production and Leaf Phenology of Some Trees and Shrubs in Different Colophospermum Mopane Savanna Communities," *African Journal of Range & Forage Science* 13, no. 1 (1996): 15–23, doi:10.1080/10220119.1996.9647888.

school must have a say in how it is run. Principals, teachers, parents, students, and members of the community all have to work together to turn schools from authoritarian strongholds into vibrant democracies where everyone's voice is heard and valued.² The South African School Act (Act 84 of 1996) says that a "parent" can be the student's biological or adoptive parents, the person who has formal custody of the student, or the person who agrees to take on the responsibilities of a parent for the student's schooling. Parental engagement includes everything from casual participation in school events to organised efforts to teach parents how to be better teachers.³ Parents have four main roles: to make decisions about education, to be teachers, to be supporters, and to be parents. Because parents' involvement is so important, it is very important for children with special needs for home and school to work together.⁴ The Warnock Report from 1978 praises parents who help with their kids' schooling. The role of parents in their children's education should be to actively help and improve it. Korth's argument from 1981 is that parents should get credit for being their children's main teachers, while experts should serve as consultants. A child's personal and social growth relies on the mental health of the parents and how well they understand the cues that help the child socialise.⁵ From birth to adulthood, a child's parents are the most important change drivers. Parents' involvement grows when they keep doing what they need to do. Even when they are teenagers, kids still gain a lot from their parents being involved in their schooling. The amount of parental involvement affects how well students do in school, how often they go to

² M. J. Mosoge and P. C. Van der Westhuizen, "Teacher Access to Decision Making in Schools," *South African Journal of Education* 20, no. 1 (1997): 196–202.

³ Dekker and Lemmer, "Reassessing Parent Involvement: Involving Language Minority Parents in School at Home.," *Educational Linguistics* 18, no. 1 (1993): 153.

⁴ A.P. Turnbull, "Parent-Professional Interactions. (2nd Ed.) (Pp. 18-43). Columbus, OH: Merrill.," essay, in *Systematic Instruction of the Moderately and Severely Handicapped*, ed. M. Snell, 2nd ed. (Columbus, OH: Merrill, 1983), 18–43.

⁵ P. Tait, "Effect of Circumstantial Rejection on Child's Behaviour," *New Outlook for Blind*. 66 (1972): 139–49.

school, and how likely they are to graduate and go to college.⁶ Family involvement in their children's education is important, but research shows that it decreases as kids get older. This decline could be stopped if schools put in place strong partnership programmes, according to the research that is available. Parental involvement has been linked to more kids going to school, getting better grades, and dropping out less often. Even though India had a long and good history of education before and after freedom, the education of India's minority groups has always been a sore spot. Thanks to Buddhist ideas, anyone who wanted to could go to school. The way their parents think and act has a big effect on how often their kids go to school and how well they do in school. Parents can help their kids do well in school by having positive views about school and learning themselves. Parents who are in a low socioeconomic position are less likely to be involved in their children's education. Since ethnic people are often in a low socioeconomic position, it is likely that ethnic parents will not be involved in their children's education. The goal of the current study, though, is to find out if ethnic parents are now more involved in their children's education in a good way because of government efforts and programmes that have helped them learn more about how education should work. Dependability is a key part of family involvement. Even when kids are teenagers, it is still important for their parents to be involved in their schooling.⁷ How active kids' families are at home and at school affects how well they do in school, how often they go to school, and how likely they are to graduate and go to college. Parents are less involved in their children's education as they move from elementary school to middle school and high school,

⁶ Sanford M. Dornbusch et al., "The Relation of Parenting Style to Adolescent School Performance," *Child Development* 58, no. 5 (1987): 1244, doi:10.2307/1130618.

⁷ See supra note 6.

even though this is an important time of change. Schools can get more parents involved by putting in place complete partnership programmes.⁸

2.1. Objectives of the Study

1. To observe the involvement s of parents towards schooling and education of their children.
2. To evaluate involvement of the parents belonging to communities towards schooling of their children.
3. To observe whether there exists a significant gender difference in involvement s of parents towards children's education.
4. To examine the future planning and aspirations of the parents with regard to their child's education.

2.2. Research questions of this study:

Research questions of this study are in following:

1. What are the factors affecting parent's involvement towards schooling of children?
2. What is the impact of parent's involvement on children education?
3. What are the ways of making parent's involvement towards education of children?

2.3. Significance of the Study

The success of kids in school has been linked to teachers, textbooks, and the way schools are run. This has made people think less about how much the family and home environment affect a child's progress in school. The results of this study will be used by teachers, school administrators,

⁸ Jacquelynne S. Eccles and Rena D. Harold, "Parent-School Involvement during the Early Adolescent Years," *Teachers College Record: The Voice of Scholarship in Education* 94, no. 3 (1993): 568–87, doi:10.1177/016146819309400311.

educational planners, and policymakers in the Ministry of Education to improve the quality of early childhood education in Lahore's public schools. The results could be used to plan early childhood education, and they will lead to laws that could have a big effect on that field in Lahore.

3. Literature Review

Parents used to help with their kids' educations in a less structured way. Family and neighbourhood rules were taught to the children as they grew up. Berger says that children were also taught the steps they had to take to get food. Parents have generally been called the primary educators because they start helping their children learn as soon as they are born.⁹ Parents teach their kids important lessons and tell them all the time that it's time to join the adult world. In this age of standardised teaching, school districts are giving more and more importance to programmes that get families and groups outside of schools involved. States can set up a statewide network to help teachers learn how to involve parents and to give districts and schools professional help on the subject. A district's strategy on parental engagement programmes, such as administrative support and training for staff, parents, and members of the community, must be written down. Together with state education officials and schools, the community should be able to push for policies and practises that get more and better parents involved. Even though it's hard to measure how successful school-family relationships are, the benefits to children and their academic success depend on the hard work that is needed to keep them going. Research by Trewby¹⁰ shows that parents with low levels of education may want to help their kids with school but feel they can't because they didn't go to school themselves. Lemmer and Van Wyk¹¹, and Phendla¹² in their respective studies say the same

⁹ Berger, "Child Farm Labor: The Wealth Paradox.," *The World Bank Economic Review* 17, no. 2 (1983): 197–227.

¹⁰ R. Trewby, *Family Literacy Report on a Survey* (Windhoek: Ministry of Basic Education Culture, 2004).

¹¹ Lemmer and Van Wyk, "Explaining Educational Differentials: Towards a Formal Rational Action Theory.," *Rationality and Society* 8, no. 3 (2004): 275–305.

¹² Phendla, "Parental Perceptions, and Child Labor in Kenya: What Factors Determine Who Is Enrolled in School?," *Social Forces* 78, no. 4 (2004): 1349–78.

thing about South Africa's another developing country. Parents in industrialised countries like Japan and the US, on the other hand, are more likely to be involved in their children's schooling without worrying about making mistakes.¹³

4. The meaning of parental involvement

Vandergrift and Greene provided that there are two key parts to parental participation. One of these is a parent's desire to be involved.¹⁴ This includes things like showing care, reason, and understanding, as well as encouraging the student. Also, there needs to be some obvious proof that parents are active and involved. A parent who is interested "combines a high level of commitment with active participation".¹⁵ "Parental participation" is not a new idea; it has been studied by a lot of people. How the researcher defines parents' participation in their children's schooling may depend on where they live and what is going on around them. Parental engagement is when parents take an active role in the schooling of their children.¹⁶ Parental involvement as "effective engagement with their child outside of school hours in an activity whose main goal is to improve academic performance."¹⁷ They put a lot of value on things outside of school, like trips to the zoo or when parents play educational games with their kids. The term "parental involvement" includes everything from parents attending school events on a whim to parents being trained to be better teachers.¹⁸ Home-based activities, school-based activities, and collaboration between home and

¹³ S. Holloway et al., "Determinants of Parental Involvement in Early Schooling: Evidence from Japan.," *Early Childhood Research and Practice* 10, no. 1 (Spring 2008).

¹⁴ Vandergrift and Greene, "Education and Stratification in Developing Countries: A Review of Theories and Research.," *Annual Review of Sociology* 27 (2021): 77–102.

¹⁵ La Bahn, "The Public School: A Source of Alienation for Minority Parents," *The Journal of Negro Education* 59, no. 2 (1995): 148–54.

¹⁶ Myeko, *Theory of Fertility Decline*. (London: Academic Press, 2000).

¹⁷ Chad Nye, Jamie Schwartz, and Herb Turner, "Protocol: The Effectiveness of Parental Involvement for Improving the Academic Performance of Elementary School Children," *Campbell Systematic Reviews* 1, no. 1 (2005): 1–19, doi:10.1002/cl2.3.

¹⁸ See *supra* note 3

school have all been shown as different places on a single continuum of parental involvement.¹⁹ One end of the spectrum is reviewing report cards, making sure kids come to class, and keeping an eye on homework. The term "limited capacity for involvement" suggests that some parents may not have the money, time, or desire to be more involved, and that this means that these activities are less important to their children's development. In the middle are things like parent-teacher talks and volunteering that are often done on campus.²⁰ On the other end of the scale are school activities that focus on groups, such as planning lessons with teachers and helping make school-wide rules. By going to these events, parents can have a bigger say in how the school runs. From this point of view, the researcher looks into parental involvement as the relationship between parents, teachers, students, and the larger community. The goal is to motivate, support, encourage, and get more parents involved in school activities, such as curriculum support, extracurricular activities, homework help, and helping parents by creating a positive home school environment. The school and other groups in the community have a duty to get involved in the lives of their students, just like parents have a duty to help their children learn and grow.²¹ The first example of parental participation as being a parent. Eccles & Harold²² have shown that parents' efforts to give their children a good education, access to health care and good nutrition, and encourage them to go to school every day have a big effect on how well they do in school. This group is like the model of private assets that Grolnick and Slowiaczek came up with. Epstein's first type of tools for behaviour aren't the only one's parents can use.²³ They can also use their own positive

¹⁹ Shores, "Parents of High School Students: A Neglected Resource.," *Educational Horizons* 66, no. 2 (1998): 75–77.

²⁰ Ibid

²¹ Ngwenya, "Effects on Student Achievement of Teachers' Practices of Parent Involvement.," essay, in *Advances in Reading/Language Research*, ed. S. B. Silvern, vol. 5, (2010), 261–76.

²² See *supra* note 8

²³ Joyce Levy Epstein and Steven B. Sheldon, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (New York, NY: Routledge, 2023).

participation, care, and expectations about the classroom and student achievement.²⁴ there are two kinds of family involvement. The second is communication between the home and the school. The parent-teacher conference is the most usual way for schools and homes to talk to each other.²⁵ During these sessions, teachers and parents can talk about how the student is doing and if there are any problems at home. Even smaller parts of parental influence were looked at by Jeynes. For minority students, he found that less obvious ways that parents were involved, like how they raised their children and what they expected from them, were more important than more obvious ways that parents were involved, like having rules and going to and taking part in school events.

5. Parents' involvement towards the school

When parents see that problems are getting worse, they tend to stop helping.²⁶ Studies done in black South African schools show that parents aren't involved in their children's education, especially in rural areas, because of illiteracy, changes in the curriculum, lack of time, school climate, urbanisation, health problems, economic factors, their involvement, and the involvement of educators, including management. Parents are less involved in high school than they are in elementary school.²⁷ Why is family involvement not used more if it is so helpful? From the point of view of both the home and the school, there are a number of things that contribute to this problem. One reason is that the school system doesn't do enough to meet the needs of students from non-traditional homes. The non-traditional family has to deal with a lot of problems that affect everyone. These things can have a big effect on how much parents help their kids with

²⁴ Wendy S. Grolnick and Maria L. Slowiaczek, "Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model," *Child Development* 65, no. 1 (1994): 237, doi:10.2307/1131378.

²⁵ See *supra* note 19.

²⁶ See *supra* note 8

²⁷ Richardson Stouffer, "Parent Academic Involvement as Related to School Behavior, Achievement, and Aspirations: Demographic Variations across Adolescence.," *Child Development* 75 (1998): 1491–1509.

school. Most likely, there isn't enough time to do everything. There isn't enough time in a day to do everything. If a family member dies or gets divorced, the money situation is likely to change. If the school doesn't understand this change, the kid and/or their family may feel ashamed. Family structures are changing in basic ways, which can be hard to understand and can make people feel insecure. Maybe the parents are doing everything they can to help. Parents who don't seem interested in school events aren't always avoiding their responsibilities, and teachers should be aware of this. Parents often feel like they aren't welcome at their children's schools and that their help will be lost. Also, some parents might not think that what they have to say is important to the schooling process. This is even more true if the parent did not go to college".²⁸ There's also a chance that the parents don't care much about their children's education. They may not care as much about school as we do. As was already said, being poor also makes it harder for parents to take part in their kids' lives in the usual ways. If a kid doesn't have enough money or parental attention, it could slow down his or her intellectual growth. When Desfoeges and Aboucher looked at the effect of family involvement on student success and adjustment, they found that in the UK, having a low income is often linked to being materially poor.²⁹ After looking at a number of sources, Parhar comes to the conclusion that instructors' unfavourable involvements and actions towards disadvantaged parents hurt attempts to include them and push them further away.³⁰ Ingram also has a problem with the way school staff treat parents by being unfriendly or rude.³¹ These kinds of things would make it harder to get parents involved. The way some teachers talk to parents

²⁸ A. Dixon, "Parents: Full Partners in the Decision-Making Process.," NASSP Bulletin 76, no. 543 (April 1992): 15–18.

²⁹ C. Desfoeges and A. Abouchaar, *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review* (London: Department of Education and Skills, 2003).

³⁰ A. Parhar, *Broadening Our Conceptualisation of Parental Involvement: Ethnic Minority Parental Participation as Democratic, Educational Practice*. (University of British Columbia, 2006).

³¹ A. Ingram and L. Hathorn, "Methods for Analysing Collaboration in Online Communications.," essay, in *Online Collaborative Learning: Theory and Practice*, ed. T. Roberts (Hershey, PA: Information Science Publishing, 2004), 215–41.

turns off a lot of them. It's possible that the teachers don't understand how important it is for parents to be involved.³²

The biggest problem in public schools right now is that parents don't get involved. A child's education is affected by many things. Browne and Gordon say that the connection between parents and teachers is very important to how young children grow and develop. Bronfenbrenner called this system the "ecology of development".³³ With less parental participation, the rates of juvenile delinquency (crime by young people), teen pregnancy, and dropping out of school early have all gone up. Without proper direction from their parents, kids are doomed to have emotional and behavioural problems for the rest of their lives. Hanke says that school principals and their staff should accept, evaluate, and make room for alliance building with parents in order to build a strong relationship with them and find ways to work around the things that may be stopping them from getting involved in the school.³⁴ At the school level, partnerships should be made with parents so that they can get the tools they need to be involved in their children's schooling. Teachers who are teaching the child of a shopkeeper shouldn't act like they work with the shopkeeper. These activities show how different ideas and beliefs, theories that compete with the idea of a link between school and home, are reflected in them. One of these ideas is that schools and families are inherently incompatible, competitive, and at odds with each other, so they should be kept separate. Parental involvement is changed by a number of things that have nothing to do with parents. It's important for parents to be involved in their kids' schools, but kids might not like it. As we've already talked about, a child's health suffers when they can't get things like food and

³² See *supra* note 28.

³³ Browne et al., *Relationships between Families and Schools*. (New York: Basic Books., 2009).

³⁴ Hanke Dornbusch, "Promoting the Success of Latino Language- Minority Students: An Exploratory Study of Six High Schools.," *Harvard Educational Review* 60, no. 3 (2009): 69–77.

clothes. Children's academic performance suffers when they are emotionally uneasy. This can be caused by a lack of exposure to mathematics, a bad self-image, dysfunctional and anti-social behaviour patterns (like petty theft and lying), substance abuse (mostly dagga and thinners), adolescent pregnancy, and child-headed families. Also, if parents have a negative view of school, their children may have the same view and not be very interested in learning. Socioeconomic position is linked to the way of thinking that leads parents to get involved. For example, Waller says that parents with more money tend to feel better able to help their kids with schoolwork.³⁵

6. The role and duties of Parental involvement in education

When parents care about their children's schooling, their children do better in school. Educators and parents each have their own goals, tasks, and responsibilities when it comes to the education of their children, and they are in charge of the institutions that help them.³⁶ Singh and Mbokodi's study shows that poor black parents don't think they have an important role to play in their children's education.³⁷ Namibia backs up this doubt, and Ingram's research shows that some parents think that their own lack of education keeps them from being involved in their children's education. Parents who don't speak English well often feel like no one is listening to them. Teachers and parents should work together a lot because they both have important parts in a child's growth and education. Schools and families should work together and have open lines of contact so that they can work together, complement each other, and work together. Parents are the best

³⁵ Waller, *Improving Student Motivation: A Guide for Teachers and School Improvement Teams* (Tallahassee, FL: Southeast Regional Vision for Education, 1995).

³⁶ Antonia T. Bifulco, George W. Brown, and Tirril O. Harris, "Childhood Loss of Parent, Lack of Adequate Parental Care and Adult Depression: A Replication," *Journal of Affective Disorders* 12, no. 2 (1987): 115–28, doi:10.1016/0165-0327(87)90003-6.

³⁷ P. Singh and S.M. Mbokodi, *Black Parental Involvement in Education*. (Port Elizabeth: University of Port Elizabeth, 2004).

people to know about a child.³⁸ The cultural capital theory shows how important both schools and parents are by looking at the class trends that are present in both the home and the classroom. Parents should be involved in how their kids learn in school. Early childhood education is also important for a child's future progress in school.³⁹ Educational programmes might be needed to help parents understand that it is their job to put their kids in preschool. Also very important are programmes for young children, which can have a bigger effect if they are related to programmes for parents' growth. Parents should make sure that their kids have access to basic needs like food, housing, and clothes, and they should also give money to the school regularly and on time. The South African School Act No.84 of 1996 says that it is their job to make sure their kids go to school every day.⁴⁰ Most people agree that schools and parents work together to raise and teach children. As part of cultural events, parents may send traditional dance clothes or make a traditional meal for their kids to eat at school, where the kids can learn along with them. It's a big deal when parents talk to each other about how to raise and educate their children. They can cheer on their kids and talk about what they've noticed about how their kids are growing up. Parental involvement is a strong indicator of teenage success. They say that even in grade school, kids do better when their parents are involved. Students are more likely to think and act in ways that are good for their health if their parents are involved in their schools. When kids say they feel mentally safe at home, they are less likely to do dangerous things like use drugs, hurt themselves, or drop out of school. It has also been found that parent involvement helps schools do a better job of creating an attitude of teaching and learning among students.

³⁸ See supra note 34.

³⁹ Stephen F. Davis et al., "Academic Dishonesty: Prevalence, Determinants, Techniques, and Punishments," *Teaching of Psychology* 19, no. 1 (1992): 16–20, doi:10.1207/s15328023top1901_3.

⁴⁰ ANDREW CHINDANYA, "Parental Involvement in Primary School: A Case Study of Zaka District of Zimbabwe." (dissertation, 2011).

Day says that parents are the best people to teach their children about the meaning of religion symbols and what they mean when they do certain things. The relationship a child has with his or her parents shapes how they see the world and what they know about its rules. Children learn how to deal with the world by seeing how their parents react to it and how their parents' views on life and the world either make them happy and content or sad and guilty. Children learn about God through propositional and relationship language. This is true. For example, if children associate power with their parents' overuse of threats and punishments, withdrawal of love, bribery, or coercion, they are more likely to see the world this way as adults. Parents who are not accepted at home can't expect their kids to respect them when it comes to their faith.⁴¹ Even in school, when values and standards aren't the same, it tells kids that what they learn is questionable and up for debate. This is why it's important for parents to agree on core values. Parental involvement in school is a great way to get the next generation excited about learning. "Faith is generative" because parents who care a lot about their kids don't want them to get caught up in chaos and have no purpose in life. Ideal or good parental involvement includes things like spending enough time on their children's education and being able to talk to and understand their children on their level.⁴² He says that parents have to give up things in order to show this kind of love to their children.⁴³

The generative ethic doesn't see parenting as a social duty rooted in a fluid social context. Instead, it sees it as generative work. Term "parents work" to describe what caring parents do.

This conceptual ethic suggests seven areas of parent's work in which they should be involved, which are as follows:

⁴¹ Latshaw, "Increasing Parent Involvement to Improve Academic Achievement in Reading and Math" (dissertation, 1998).

⁴² Ibid

⁴³ Ibid

- a) Ethical work means that parents are able and expected to make a long-term commitment to their kids and stay involved in their lives.
- b) "Stewardship work" is the ability and duty of parents to work together and give their children the material tools and opportunities they need to succeed.
- c) Recreational work is a type of joint work that is both possible and expected. This is when parents take a break and play with their kids at their level.
- d) Parents' spiritual work involves counselling, leading, teaching, advising, and inspiring their kids based on their own beliefs and values.
- e) Developmental work is being able to care for and meet the educational needs and wants of one's children.
- f) Relational work, which includes parents' ability to make their kids feel better by sharing their own love, thoughts, and feelings with them.
- g) Mentoring events, which include parents who are willing to talk about important topics when asked and give advice on how to keep their kids' good behaviour.

Minister P. Marais said in 1993 that the new government in South Africa will still have to deal with three types of schools: private schools, state-aided schools, and schools that are paid for by the government. So, it's clear that parents will have to play a big part in the South African school system, and they will have to take on a lot more responsibility for their children's education.

Parents have to realize that they have special social rights and responsibilities, such as the right to:

- Their own feelings towards education
- Their own feelings about their children's place in the education system
- Authority in the home

- Meaningful communication with the child's teacher
- Be involved in planning and maintaining parents' groups.⁴⁴

In its role as the parents' representative, the school board should try to solve problems between the school and the families of its students. So that everyone is on the same page, it is important that parents know what the school's rules are. The Hunter Report says that "parents have the right and responsibility to be involved in the education of their children." The Report gave parents the final say over their children's education and the power to put those choices into action at their local schools. In Chapter 2 (Bill of Rights) of the Constitution of the Republic (Constitution of South Africa Act 108 of 1996), it says that parents have to send their kids to school. The most important job of a father is to raise their children (SASA 84 of 1996). The first chapter says that parents have the same rights as teachers when it comes to their children's education. These rights include freedom of speech, access to knowledge, and freedom of religion.

According to Epstein, there are several roles that parents should play in their children's education.⁴⁵ These can be summarized as follows:

More parental involvement is linked to better school results. When parents help out at school, their kids do better. The more involved parents are, the more their participation helps their children do well in school.

Parents should be interested in their kids' educations from kindergarten through high school. All children benefit from their parents' involvement, no matter what age they are. Most of the time, parents are more active with their younger children than with their older ones. But study shows

⁴⁴ See supra note 3

⁴⁵ See supra note 23

that parents' help is just as important for middle school and high school students. For example, a teen might not drop out of high school if they have their parents' help. Parents who care about their children's academic progress and talk to them about the value of higher education are more likely to see college as a good choice for them. Having a family reading routine can do wonders for a child's reading ability. Reading together as a family is a great way to improve reading skills, in particular. Shared reading between parents and children is a great way to improve a child's reading skills. Schools can do many things to get parents involved. Schools can make it more likely that parents will be involved in their children's education by looking for ways to get parents involved and by giving parents lessons on how to do so.

Both the parents and the kids benefit from their participation. Parents who are involved in their children's schooling say they are happier with their own lives. They feel better about their child's schooling because they know more about what their child is learning and doing there. Because they're there more often, they're better able to connect with their kids. Studies have shown that parents are more likely to make education a focus in their own lives if they are involved in their children's schooling. The biggest thing that keeps parents from getting involved is their lack of time. Parents' main reason for not being more involved in their kids' learning is that they just don't have time. This is a common reason why teachers and managers don't actively involve parents in their students' education. To deal with the problem of parental involvement in a good way, we need to find ways to work around the busy schedules of both teachers and parents.

7. Parents' involvement towards the school

When parents see that problems are getting worse, they tend to stop helping.⁴⁶ Studies done in black South African schools show that parents aren't involved in their children's education, especially in rural areas, because of illiteracy, changes in the curriculum, lack of time, school climate, urbanisation, health problems, economic factors, their involvement, and the involvement of educators, including management. Why is family involvement not used more if it is so helpful? From the point of view of both the home and the school, there are a number of things that contribute to this problem. One reason is that the school system doesn't do enough to meet the needs of students from non-traditional homes. The non-traditional family has to deal with a lot of problems that affect everyone. These things can have a big effect on how much parents help their kids with school. Most likely, there isn't enough time to do everything. There isn't enough time in a day to do everything. If a family member dies or gets divorced, the money situation is likely to change. If the school doesn't understand this change, the kid and/or their family may feel ashamed.

Parents who don't seem interested in school events aren't always avoiding their responsibilities, and teachers should be aware of this. Parents often feel like they aren't welcome at their children's schools and that their help will be lost. Also, some parents might not think that what they have to say is important to the schooling process. This is even more true if the parent did not go to college".⁴⁷ There's also a chance that the parents don't care much about their children's education. They may not care as much about school as we do.

Another thing that can stop parents from getting involved is embarrassment. One or both parents may not be able to read, write, or talk English. If this happens, there may be no way to talk at all.

⁴⁶ See supra note 8

⁴⁷ See supra note 28

Memories of the parent's own failures in school could also be embarrassing. They won't want to go back to a place that constantly points out their flaws.

"Illiterate parents are unable to keep up with new challenges in education and tend to give responsibility to the school principals." This means that they stop being involved in their children's education. Still, there are times when parents may be able to teach their children better than their teachers.⁴⁸

As was already said, being poor also makes it harder for parents to take part in their kids' lives in the usual ways. If a kid doesn't have enough money or parental attention, it could slow down his or her intellectual growth.

The biggest problem in public schools right now is that parents don't get involved. A child's education is affected by many things. Browne and Gordon say that the connection between parents and teachers is very important to how young children grow and develop.⁴⁹ Bronfenbrenner called this system the "ecology of development". With less parental participation, the rates of juvenile delinquency (crime by young people), teen pregnancy, and dropping out of school early have all gone up. Children who don't get the right direction from their parents are more likely to have emotional and behavioural problems that last for a long time.

8. Methodology

Research can be either detailed, about the past, or an experiment. The study cited here is descriptive and survey-based. It looks at how parents' involvement in early childhood education (ECE) at a public school in Lahore affects their children. The main respondents are the parents of children

⁴⁸ See supra note 11

⁴⁹ See supra note 31.

who go to public schools in the ECE area. Out of all the parents at the school, 476 were picked at random. Parents at a government school in Lahore, Pakistan, were given surveys to fill out so that the effects of parents being involved in early childhood education could be measured. The parents' poll was given to them by researchers who went to each home in person. After looking at what was already written, researchers made the questionnaire. There were 25 different questions on the form. All parents could understand what was being said. All of the things had something to do with the goals of the study. Data collection from person to person. Some parents filled out the form on their first visit, while others did it on their second visit and brought it back. After the data were collected, they were looked at with SPSS version 20, which is a statistical package for social science.

9. Data Analysis

Table 1: Demographic variables

	Frequency	Percentage
Male	215	45%
Female	261	55%
Primary School	97	20%
High School	209	44%
College/University	170	36%

The data showed 215 male students and 261 female students (45% and 55%) in the sample. There were more female students in the group than male students. Ninety-seven students, or 20% of the total population, were in elementary school, twenty-nine students, or 44% of the full sample,

were in high school, and 170 students, or 36% of the total sample, were in some postsecondary institution. Most people in the selection were in high school.

Table 2: Parental Involvement in Early Childhood Education

Involvement Activities	Frequency	Percentage
Attending parent-teacher meetings	361	76%
Volunteering in school activities	242	51
Helping with homework	301	63%
Participating in school decision-making	98	21%

According to the data, 361 families (or 76% of all families) routinely participated in student-led discussions with faculty. This suggests that the majority of parents believe it is essential to maintain open lines of communication with their children's instructors in order to monitor their academic development and provide any necessary academic support. Second most common was assistance with homework (63% of the time, or 301 requests). This demonstrates the significant role parents play in their children's education by providing guidance and assistance with schoolwork. Third place, with a frequency of 242 and a percentage of 51%, was volunteering for school-related events. This demonstrates that a number of parents are interested in participating in extracurricular activities at their children's schools. In the end, the percentage of 21 and the frequency of 98 indicated that student input into school policymaking was the least usual practise. Most likely, parents do not feel that they have a voice in the administration of their children's schools.

Table 3: Effect of Parental Involvement on Children's Academic Performance

Parental Involvement	Mean Score	Standard Deviation

High	87.5	7.2
Moderate	78.2	8.1
Low	9.3	9.3

The data showed that the average score of parents in the "high involvement" group was 87.5%. With a standard deviation of only 7.2, the parents in this sample were all about the same level of involvement. The middle number for parents considered to be moderately engaged was 78.2. When we look at the standard deviation for this group, we can see that the amount of parental involvement varies quite a bit, in this case by a factor of 8.1. Ultimately, the least involved parents' mean score of 9.3 shows they could be more active. With a standard deviation of 9.3, we can see that how parents were involved in this group was very different.

Table 4: Effect of Parental Involvement on Children's Social-Emotional Development

Parental Involvement	Mean Score	Standard Deviation
High	4.5	0.6
Moderate	3.8	3.8
Low	2.9	0.9

Researchers found that "highly involved" parents had an average score of 4.5. With a standard deviation of only 0.6, it's clear that the parents in this sample share a similar degree of engagement. A mean score of 3.8 means that parents need to be more involved or more involved. With a standard deviation of 3.8, we can see that this group's amount of parental involvement is very different. Lastly, parents who scored in the low involvement range had an average score of 2.9,

which means they were not very involved. The standard deviation of the group was 0.9, which shows that parents in this set were involved in different ways.

10. Conclusion

This study has identified that parental engagement in children's education is influenced by parents' limited comprehension of the idea of parental involvement. The level of parental involvement in their children's education was not convincingly conveyed by school managers and teachers, according to the researcher. The results also highlighted the insufficient comprehension of the notion of parental involvement among school administrators and educators. While some parents expressed their gratitude for parental involvement by offering suggestions on how they may participate, it became evident that the implementation of a developmental program was necessary. The issue of parents' lack of attendance at school meetings was noted by school administrators and educators. However, in terms of the parental involvement in their children's education, it was believed by these individuals that parents should be responsible for ensuring their children's attendance at school.

11. Discussion

In academic studies, parents involved in their young child's education have been praised many times. When parents care about their kids' schooling, they help them grow intellectually, socially, and emotionally, setting them up for future success. This is very important in public schools, where kids come from various economic backgrounds. Researchers have found that it's good for kids when their parents are involved in their education. Fan and Chen did a study in 2001 that showed a link between how involved parents are and how well their children do in school. Research by Sénéchal and LeFevre found a link between parental involvement in reading activities and

preschoolers' better language and reading skills. Sheridan and his colleagues found that preschoolers whose parents were more involved had fewer behaviour problems and better social skills. Even though it's clear that parents involved in their kids' schooling are helpful, there are a number of things that can stop them from doing so.

For example, low-income families may struggle to pay for school events and a good place for their kids to learn at home. Some parents may also find it hard to talk to early childhood educators because they don't speak the same language or come from a different culture. Volunteering in the classroom, having parent-teacher conferences, and attending school events are great ways to get parents involved and help public schools thrive despite these problems. Parents should be encouraged to be more involved in their children's education, and schools should help and equip parents who can't participate because they don't speak the same language or need to learn more about education. Schools can do this in several ways, such as giving parents seminars, training, and other tools to help their kids with schoolwork. It's also important to make sure that strategies for getting parents involved are flexible enough to meet the needs of many different kinds of families. Government schools should make programs for getting parents involved that take into account the different ways families work. For parent participation to work, families and schools must also work together to build trust. Parents should be involved and trust government institutions. They should also be able to talk to each other and have a say in educational decisions. Lastly, it's important to check in with parents and students often to see if parental involvement programs are doing their best. Ways to do this include determining how parents and students feel about parental involvement programs, determining how they affect students' learning and making any necessary changes.

12. Recommendations

Based on the results the following recommendations are suggested;

1. Some home situations could hurt a child's education, and many parents might not even be aware of it. Parents don't know much about how their home affects their kids' education, so teachers and community leaders should work to change that. Parents should know that they can help with their children's education in a number of ways, such as by giving positive feedback, making learning tools available, and giving direct help.
2. The media should be used to teach people because it's so important to have a loved and helpful family.
3. When kids are having trouble in school, parents shouldn't just blame the teachers without first thinking about what they can do to help.
4. It is suggested that the government do something to help people's social and economic situations because this study found that a student's family income was a big factor in how well they did in school.
5. In today's world, where things change quickly, changes to students' homes have affected their moral and intellectual growth. So, more studies need to be done to look into and evaluate the different things that might affect how well kids do in school.

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