

ROLE OF PARENTAL INVOLVEMENT IN GOVERNMENT PRIMARY SCHOOLS: A STUDY OF DISTRICT MATIARI, SINDH PROVINCE, PAKISTAN

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Abstract

The purpose of this study was to examine the role of parents' involvement in government primary schools in Sindh. A descriptive research design was used to collect data from parents and the approach was purely quantitative. To conduct the study, head teachers were selected from district Matiari. The sample size was 100 head teachers from different primary schools of district Matiari were selected randomly and a simple random sampling technique was used to collect the data from the parents. Findings showed that there is no significant difference between literate and illiterate parents. The findings also showed that parents who are involved in children's education were 3.701 and for non-involvement parents 3.200. The results showed there are statistically significant differences ($t = -3.000$, $p = .001$). The results also showed that the mean score of parents in rural areas was 2.433, and for parents who belong to urban areas 2.419. The results showed there are no statistically significant differences ($t = 1.129$, $p = .233$). From the findings of the study, it is concluded that parents are not fulfilling their roles in children's primary education. Parents workshops and awareness sessions should be conducted so the parents should be involved in the holistic development of their children.

Keywords. Parent involvement, Primary Schools, Primary Education, Government.

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Introduction

Parents, teachers, and schools all play crucial roles in a child's overall development. Teachers, in particular, are the second most vital group to influence a child's personality. In the early years, parents are their children's first teachers. It is not the teacher's responsibility, and when kids start school, they frequently need assistance with their homework. The parent must demonstrate the rigor and value of comprehensive learning in all subject areas.

Parents, teachers, and schools must collaborate for a child to develop properly. These interactions are significant. Parents participate in various school activities in our nation's schools differently. Additionally, the government has instructed schools to involve parents in various school events in several ways. Research is beginning to acknowledge the critical role a solid, positive relationship between families and schools plays in children's growth and education. Parents must also encourage the learning that takes place in flame's preschool environment. A parent's encouraging demeanor and unwavering support for their kids' education can greatly motivate and enable them to form beneficial study habits. Development and education are two interrelated concepts that cannot be separated. Education is a teaching and learning process, particularly in schools or colleges, to advance learning and skill development. Learning occurs everywhere through informal, non-formal, and formal procedures in the family, market, workplace, workshop, and school. Early missionaries established the first schools in our culture.

Researchers discovered that children with involved parents have better test scores, good attendance records, more vital social skills, and better behavior – regardless of their financial status or background. These findings were made during the ten years it took to compile the latest wave of evidence. Even though research on parental engagement has been conducted domestically and internationally, there are still unanswered concerns about what qualifies as effective parental involvement in their children's education. Educators, parents, and community members may disagree on what constitutes effective engagement methods and how each could help the educational process.

One of the difficulties parents have when their kid transitions from toddlerhood to adolescence is acclimating them to their peers and the school setting because they have relocated from their house to the school. The concern that arises for many school administrators is how the institution goes about fostering better parent-school communication so that students' academic performance improves. It is important to appropriately assist children's learning

to motivate them to grasp the role parents play in their children's education (Diwunma & Obidike, 2021).

One program to guarantee parent involvement in education to sort children's learning both at home and in school is parent involvement in education. The first and ongoing educators of their children are their parents. Compared to children with less involved parents, those with more involved parents are likelier to see their children attain higher grades and exam scores, attend school more frequently, do their homework, exhibit more positive attitudes and behaviors, and participate in further education (Afrin, 2019). Teachers cannot succeed on their own; they require school administrators' assistance in changing the school leadership culture to include family involvement as well as friendly classroom behavior that motivates parents to take a more active role in their child's education (Yulianti, 2020).

Beliefs are one of the primary personal psychology drivers behind parents' involvement and participation in their children's academic pursuits. As parents, they fulfill their responsibilities by participating in activities that they deem appropriate and delegating the remainder to the instructor. Consequently, the children's educational goals are best served when parents and teachers work together. Teachers are viewed as weak and apathetic when it comes to rescuing children's learning difficulties and enlisting parental engagement (Ahmed, 2021). Many experts agree that solid and nurturing ties between parents and schools are vital to children's development and education.

STATEMENT OF THE PROBLEM

The role of parents and their positive attitude is very essential to providing an Effective Education, Quality, and Good Behavior, so children acquire higher grades and scores in exams. Attend school more regularly, displaying, a positive attitude, sports learning develops good habits, the important factors in a pupil's academic achievement. One of the most important goals of any problem statement is to define the problem being addressed, and improve parental involvement; parents are the most powerful agencies whose involvement can improve the children's performance better in education while they are a primary agency of socialization. This study aimed to explore the involvement of parents towards their children in government primary schools. Lastly, the problem in the study is to identify information about the kind of parental involvement, and factors affecting parental involvement, and then this can provide new strategies to increase parents' involvement in the benefits of their won. The purpose of this study was to examine the parental involvement level in government primary schools .

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RESEARCH HYPOTHESES

Hypothesis:

H₀₁: *There is no significant difference in the role of literate and illiterate parents.*

H₀₂: *There is no significant difference between involvement and non-involvement of Parents.*

H₀₃: *There are no significant differences between rural and urban parents' involvement.*

SIGNIFICANCE

The study's conclusions will shed light on the necessity of parental involvement in their children's primary education, which is especially important to parents, it is anticipated that increased enrollment, completion rates, and a decrease in the primary dropout rate will result from strong academic performance. Their kids, do schoolwork to help them perform better in elementary education.

School relations for each of these institutions as well as a few others with comparable configurations.

DELIMITATION

This study was delimited to Government primary schools of district Matiari, Sindh, Pakistan.

LITERATURE REVIEW

That parents and teachers are the two people who educate children in their lives. Before their children enter school, parents are their children's primary source of education. When a child starts school, the parent's responsibility doesn't end; in fact, it grows as their involvement fosters changes and unquestionably good academic accomplishment in their kids. Parental evolution is a process where parents can communicate with the people who oversee delivering their children's education. The first is the parent's involvement in their child's learning at school, and the second is the parent's involvement in their child's learning at home. Two parties serve as educators in the learning of children, and they are parents and teachers, who are the primary sources in educating their kids.

Parental involvements include working on school projects with their children producing things with them, participating in sports and leisure activities with them, and reading to them (Hashim, 2018; Ahmed, 2021). Initiatives to increase parental participation that are successful are based on a thorough examination of the neighborhood's needs. In order to build trust, effective parent participation initiatives emphasize positive interactions and take a strength-based approach.

Healthy relationships between the family and the school are vital. Therefore, instructors should stay in touch with families year-round, not just when issues emerge. Administrators and educators may find it helpful to include every parent in their children's education to improve the learning environment for all participants (Durisic, 2017).

According to Diwunma & Obidike (2021), parents play a significant part in their children's educational development. These duties include fostering a sense of trust and acceptance, motivating them to study beyond school, keeping an eye on kids' schoolwork, encouraging a child to set up time for study, observing how much time kids spend watching TV, and giving them a sense of trust and acceptance. Although parents are interested in their children's educational development, several circumstances work against this engagement, such as parental income and the nature of the employment. Therefore, schools must involve the community and parents in all aspects of school life. This will make it possible for schools and homes to work together effectively to educate children holistically and build a more resilient society. Additionally, parents should offer their children the attention, care, support, and encouragement they need for them to develop appropriately in all areas of development.

MD (2021) narrated that the educational environment is not welcoming to parents and is frequently selective. Some parents engage in frequent communication and hold office in the SMC because of their influence in local politics, their perceived worth, or the achievement of their children (the parent of a high student is regarded as having importance in the classroom). But most of the guardians are not at all involved. Both parties' lack of interest is obvious. Teachers and parents have given inconsistent accounts of "Home Visit" in this case, and it appears that there is a lot of gray area. Even though there are guidelines, and all sides concur, parent involvement is essential for student and school success. Apart from a couple, most of them aren't doing anything to foster a positive atmosphere where parents may participate in the ecosystem of the school.

Parental participation is a major factor in a student's academic success. It's crucial in this sense to have a strong parent-teacher relationship. It was determined that: 1. Parents in Punjab are very interested in their children's education. 2. Parental participation has a direct impact on a student's overall performance. 3. Primary education quality increases when parents take a keen interest in their students' academic pursuits. 4. Parental involvement is crucial for fostering a positive and engaging learning environment in schools (Latif, Hanif,

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& Lela, 2021).

Giving children educational support from their parents, such as helping them with their homework, develops the so-called habits of daily routine of action to the learning process, which makes the parents proud of and praises them, fostering and strengthening better mutual communication between the parents and children. Again, encouraging the child with praise and rewards can help all the family members become closer and more respectful of one another (Ceka & Murati, 2016). The current synthesis reveals that parental participation in children's education is a crucial focus for intervention when combined with longitudinal research on parental involvement. To maximize children's adjustment, it will be important to figure out how to encourage parents' involvement (Barger, , Kim, Kuncel, & Pomerantz, 2019). Parents must give their children access to resources and a home environment that is more supportive of academic achievement (Kong & Yasmin, 2022).

Young (2023) narrated that my father was illiterate but he always supported me, and my academic performance was not disturbed. He taught me to never stop trying and to never give up. He also praised me when I succeeded. He told me he was proud of me. That only made me want to continue to make him proud. When I slacked off in school and even considered dropping out, my dad didn't put me down. He encouraged me by telling me that I would be making a huge mistake because I was way too smart for that. There were all these things I could become. He never doubted me. When it came time for college, my dad went to his union and did what he needed to so that I could apply for a scholarship through them. In contrast, my mother said to me, "No one paid for my college education so I'm certainly not going to pay for yours." I became successful not because someone sat down with me to help me.

Ramachandran (2016) stated that this is often a fact, not only in terms of illiterate parents. Children of parents with a lower level of education often fare worse than children of parents with a higher degree of education. This is true even in countries that have the best education systems and that aim to level out these differences in school. One explanation for this is that poverty, unemployment, malnourishment, low self-esteem, and several everyday stressors that contribute to an unsatisfactory environment at home are frequently linked to illiteracy. This in turn can create behavioral problems in school, where the children may be punished and may therefore not thrive. In countries like India, poor parents cannot afford good schools. And the poor schools can be rotten. All in all, many cumulative factors positively impact a child's ability to learn in the case of

educated parents, and vice versa. Even when educated parents don't read to their children, they engage in unconscious behaviors that foster learning. Children who come from well-to-do homes but with low education levels show gaps in cognitive skills, and thinking skills, and can have a certain inflexibility in thinking which itself comes from insecurity. Studies done with adopted children show that these children perform as well as any other children in school given the positive environment, they grow up in.

According to Lampkin (2022), parents serve as a child's primary educators. Prioritize education as much as you can at home. Establish an atmosphere that highlights the advantages of education. Please talk with your scholar about their educational aspirations and experiences. Sharing your experiences might be beneficial as well. You never know what a youngster and you could have in common. It is critical to recognize the importance of parents to the educational process as the school year goes on. From the start of the school year until its conclusion, parents of children of color should be there for them. There will not be a need for reactive parenting if parents take the initiative at the start of the school year and continue to be consistent. Learn to actively support your child, their teachers, and the school community.

Creating an evaluation to enhance children's learning outcomes is the last stage. Among the many challenges parents encounter while their children are studying online are: (1) a poor internet signal; (2) pricey quotas; and (3) an inability to fully support their offspring. (4) Because the parents don't comprehend the subject, they are unable to maximize their children's educational opportunities; (5) there is no mobile phone, therefore you must speak with your peers personally (Kartel , Charles , Xiao , & Sundi , 2022).

RESEARCH DESIGN

This study was designed to investigate the parents' involvement in government primary schools in Matiari, Sindh, Pakistan. Descriptive survey research was used to measure the role of parent's involvement in government primary schools. The participants in this were headmasters of primary schools in district Matiari. Sample size for the study was 100 Headmasters Random sampling technique was used to collect the data from the participants. Data was collected through Google Forms.

HYPOTHESIS TESTING

H_{0 1}: There is no significant difference in the role of literate and illiterate parents.

Parents	N	Mean	SD	t-value	Sig:
Literate	50	3.942	3911		

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Illiterate	50	3.799	.3666	-.987	.021
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Table 01 shows that the mean score for literate parents was 3.942, and for illiterate 3.799. The results showed no statistically significant differences ($t = -.987, p = .000$). Hence, $H_0 1$ was accepted.

H_{02} : There is no significant difference between involvement and non-involvement of Parents.

Parents		l Mean	SD	t-value	Sig:
Involve ment	50	3.701	.3435	-.3000	.001
Non- involvem ent	50	3.200	.2655		

Table 03 shows that the mean score for involved parents was 3.701, and for non-involvement parents 3.200. The results showed there are statistically significant differences ($t = -.3000, p = .001$). Hence, $H_0 2$ was rejected, and an alternate hypothesis was adopted.

H_{03} : There are no significant differences between rural and urban parents' involvement.

Parents	N	Mean	SD	t-value	Sig:
Rural area	50	2.433	.3159	1.129	.233
Urban area	50	2.419	.2961		

Table 04 shows that the mean score for parents who belong to rural areas was 2.433, and for parents who belong to urban areas 2.419. The results showed there are no statistically significant differences ($t = 1.129, p = .233$). Hence, H_{03} was accepted.

Discussion

From the findings of the study, it is revealed that there are no statistically significant differences between the roles of literate and illiterate parents. Both parents seemed serious about the involvement of children's primary education. The data from the headmaster, also revealed that often the parents come to the school when they are called, and the parents are supporting their children no matter if they are literate or illiterate. It supports the study of Young (2023) who narrated that the data was gathered from illiterate fathers, but they always supported children, and their academic performance was not disturbed.

The finding two of the study showed that there are statistically significant differences between parents who are involved in a child's education and those who are not involved. Durisic and Bunijevac (2017) found that by including parents in the educational process, parental involvement offers schools a significant chance to improve their current curricula. It has been demonstrated that greater parental involvement improves the school climate, increases parent and teacher satisfaction, and increases student achievement.

The results showed that there are no statistically significant differences were found between parents who belong to rural areas and parents who belong to urban areas. Both parents are involved in students' primary education. According to the study of Timothy Z. Ketin and Franzese (1996), there are no differences between rural schools and urban schools in parental involvement or change in achievement, and parental involvement has the same effects on the achievement of students in rural schools as in urban schools.

The result shows that the parents are serious about their children's education. Parents are crucial to their children's education. Children cannot advance in their learning without the involvement of their parents. School makes our children the best future; parents ask about homework regularly so that parental involvement can help teachers be more effective with more students.

5.2 Conclusion

From the findings of the study, it is concluded that parents support their children no matter if they are literate or illiterate. Parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. The results showed that parents from rural areas and urban areas are serious about their children's primary education.

5.3 Recommendation:

- The study's conclusion led to the following suggestion being given to parents, educators, the government, society, and other stakeholders. The provision of foundational educational resources streamlines the process of learning. Parents should be encouraged to participate in their children's education as well as other school-related activities by district education authorities speaking with them in conjunction with school administration.
- Setting up a monthly meeting with parents according to classes. Writing a home note on the book, sending daily news, providing updates, and sharing some significant ideas are all part of this experience.

Setting up training workshops to motivate parents to participate in their children's education and school-related activities. Networking between school and parents Building strong ties between parents and schools.

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