Impact Of Family Involvement On Academic Achievement Of Pre-School Learners

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ABSTRACT

Any society cannot develop without education. One of the major and most important parts the education is to socialize the children and family plays a most important part in the socializing process. Family plays a vital role in enhancing children’s education. Without proper guidance, the family cannot be able to achieve the academic achievement goal. The correlation research design was used. The population of the study was 12 preschools in Rawalpindi city. A sample of 144 students was taken from 12 pre-schools. A simple random sampling technique was used to gather the sample. The questionnaire was used to collect data. The researcher personally visited a sample school for the collection of data. Pilot testing was done to check the validity and reliability of the research instrument. A sample of 40 students was taken was check the reliability of the questionnaire. The reliability was checked by different experts from different universities data was analyzed by spss.16 with the help of Pearson correlation. The finding of the study discovers a strong relationship between family involvement and academic achievement.

Keywords: Family Involvement; Academic Achievement; Preschool learner.

INTRODUCTION

Any society cannot develop without education. One of the major and most important part of the education is to socialize the children and family play a most important part in a socializing process.
Family play a vital role to enhance the children education. Without proper guidance of the family cannot be able to achieve the academic achievement goal (Durlaket at el., 2015).

A majority of the research in this topic has been totally focused on secondary level. May research study provide a depth knowledge of family involvement in academic achievement of preschool learners. They are few study topics that identify when family involve in the children education children get high academic achievement when family do not involve the children education get low academic achievement. When family active involves the children home and school activity it is called family involvement (Lippard et al.,2018).

Family involvement may divide different activities like helping children in reading books, appreciate their homework assignment different school task observe their activities indoor and outdoor of the home, and provide home tuition services for improve their academic achievement (Zins et al.,2004). These are the three indicator of family involvement, home involvement, school involvement, home school partnership. When they are communication among parents and teacher concerning their children achievement in school. Parents take interest in school and home activity of the children. Taking decision of parents towards their children social and mental health. (Weidsberg at el., 2015).

There are three major reasons to build a relationship between school and family and community. Built a parents and teachers relationship. Pakistan government has taken a step to involve the family in their children learning and establish SMCS organization (school management council) and PTC (parent’s teacher’s council). There are eight members in these council these members include school principal five parents two members one society represented or second government servant member. These council help the teacher to improve the teaching strategies motivate the parents involve the children learning activity and provide the fund to those deserving students belong to poor family (Breeman et al., 2015).

Family help the children in various way for example help their children in home work making assignments attending PTM communicate the class teacher about their children learning providing study related material. Without a doubt, several researchers have discovered the impact of family participation on various degrees of accomplishment. The majority of research is done to find family participation at the elementary and secondary levels, but there is still a need for a more in-depth study to point out many additional factors that need to be considered at the preschool level (Cohen et al., 2005).

**LITERATURE REVIEW**

**Family**

When we use the word family involvement means major involvement of parent in child life. A family can be a joint family single parent’s family nuclear family who may take responsibility of children social emotional and mental development Family involvement means family provide to
their help children in home based and school based activities this can be noticed when family help their children in home activity and take interest in their work it will give confidence to them and result will be shown in their academic achievements (Breeman et al., 2015).

**Academic achievement**

Academic achievement as student results at school based activities on their conduct academic institution. Academic achievement means the result of rules and regulation the certificate to which a children or institution complete their rules and regulation objectives Cohen et al., 2005. When family are including in their children education family and children education both are given benefit. Its research show that family support their children education show positive result, increase the children confidence, improve learning progress, and build a children and family communication (Nix et al., 2013).

**Impact of family involvement on academic achievement**

Different studies highlight family and school complete change the personality of the children and also enhance the children IQ level. Home and school environment both are responsible to develop the social skill of the children. The national network of parent ship study shows the school community and home increase the children positive attitude. The nature of the program between relationship of home school and community improve the events of children and analyzed the activities indoor and outdoor. This results show that connection of school community and family improve the children positive attitude (Duginske, 2017).

Parenting style is some methods strategies to parents used in home. The nature of the children shows that what type of parenting style use in the home. Neglectful style, Indulgent sty. Neglectful parenting style means parents provide just a basic needs of the children. This type of parents not take interest in children education and different school activities The age of children between 14 to 18 compare the result of neglectful parenting style to another parenting style neglectful parenting style children low academic achievement of the academic carrier. Indulgent parenting style means parents take responsible to children behavior. But this type of parents not make a child a good person because they show soft behavior about children mistake. So those type of children involve in different type of crime activity. Most of the children involve in different crime activity but some good children take interest in school work (Ng & Bull, 2018).

This type of parenting style parent is very strict about rule. In those parenting style parent are knowing about the feeling and emotion of their children. They help their children and encourage complete school task. If they feel any difficulty, then help the children. This type of parenting style children shows good academic achievement. Socioeconomic status includes the education level occupation income of the parent. Family involvement in their children study have strong socio economic factor of parents. Family structure includes joint family single parent’s family and nuclear family. Now day this structure of family direct influence of child academic achievement (Duginske, 2017).
In an analysis of 29 studies of school–family initiatives, he discovered family engagement in education was two times as predictive of academic achievement as family socioeconomic position. The effects of some of the more intense programs were ten times greater than the effects of other factors. Six characteristics that contribute to student performance were identified and incorporated into his "curriculum for the home." Encourage family and student discussions about current events, as well as reading and discussion during leisure time. Television viewing should be monitored and evaluated by the entire family. Parents, according to Walberg, should put off immediate gratification in order to attain long-term goals. These displayed expressions will also have an impact on the academic and personal development of the children. Finally, "maybe even occasional doses of caprice and serendipity benefit in scholastic success," says the author (Malinauskas, Dumciene, 2017).

Similar methods and ideals, according to this study, stimulate student achievement. The family's work practices and agendas, family guidance and assistance that was readily available, parental prospects and academic objectives, and intellectual inspiration were all part of these activities. "These family routines were more widespread in better socioeconomic status homes," according to both the Bloom and Walberg studies. (Cadima et al., 2019).

This study found that parental inspiration had a significant impact on accomplishment when parental engagement involves dialogues between parent and kid, and that home structure had a negative low link with academic achievement, maintained that there is no link between parent involvement in school activities and student progress. (Luo et al., 2009).

The association between parental involvement and student achievement in the 14–18-year age range had never been studied before. Family socioeconomic status factors are examples of variables. In this age group, none of the six types of parental participation were shown to be associated with academic progress (Guerra, 2008).

The impact of parental participation on kids' attitudes toward science was investigated using data from the National Educational Longitudinal Study (NELS). Key background variables were figured out once more. In the current study, George and Kaplan found that parental participation had a considerable impact on science perspectives. Students' scientific achievement will improve if parents have a more favorable attitude toward science (Asher et al., 1998).

**Family involvement at preschool level**

Mention of book innovation of family involvement in different type of preschool level project are builds, principal responsibility, parent’s teacher communication, family related education program, home based learning program, these type of program establish according to children’s need and community betterment in the field that preschool level provides different type of activities, create a positive environment, alternative program, date of assignment and test. Daily
telephone call from teacher to parents to talk about children school activity. Conduct the PTM. Discussion about vacations work and sending the outline of the children syllabus (Pittman, 2008).

Family participate the co curriculum activity of the school

School trip, Visit children classroom, interact with teacher, communicate with teacher and school head and give ideas about different type of children activity Suggest that a society use the school building after school hours. Make a friendly policy. When children show good behavior then appreciate them children. Studies show that family wish to work with school and teacher but did not know how to work with school because they are unaware of family involvement program. Report that family association with school was very typical. Some school knows as the PTSA (parent teacher student association) this organization encourage the family to participate the school based activities. At preschool level children need more attention about the education. Therefore, family need to show their responsibility and as this duration is very important for children because social and emotional psychology development start at this stage. Teachers and family close connection improve the children academic achievements (Zins et al., 2004).

Role of family involvement

conclude that family and children interaction is basic foundation of good academic achievement. The strongest relationship between children and family especially they are school related problem the show high academic achievement. Upper class families are concerned about their children basic academic achievement. They not their good attitude and develop problem solving skill in them. Scholar have shown that the family who take more interest in children education at home activities show good marks. Government of Pakistan establish PTAs in 20,000 elementary school. PTAs conduct different education exercise: Observing the teacher staff, Built the two-way communication, Increase the social norms and value Involve the children in different co curriculum activities (Nix et al., 2013).

Statement of the problem

The purpose of the study was to find out the impact of family involvement on academic achievement of preschool learner’s.

Research objectives

1. To find out the impact of family involvement on academic achievement of preschool learners.

Hypotheses

H1: There is relationship between Family involvement and academic achievement of preschool learners.

Significance the study
The study was helpful student teacher parents, police maker, and future researcher. This study is to gather information about involvement of family at preschool level in Their academic achievement. This study give benefit of all learner’s teacher and parents. Learner’s will be better achievement in and out of the classroom with positive reinforcement and it keep parent’s better information about to the learner’s learning.

**METHODS**
A quantitative correlation research design was used. A sample of 144 students was selected through a simple random sampling technique. The researcher used questionnaire for data collection. The data was analyzed through SPSS.16, statically package of social sciences, and Pearson correlation was utilized to the results of the relationship between family involvement and preschool learners' academic achievement.

**RESULTS**

**Table 1: Parenting**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statements</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Grade Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You give important guidance related to child education while they are at home.</td>
<td>0.374**</td>
<td>0.000</td>
<td>37.4%</td>
</tr>
<tr>
<td>2</td>
<td>You provide good environment at home to your child for studies.</td>
<td>0.497**</td>
<td>0.000</td>
<td>49.7%</td>
</tr>
<tr>
<td>3</td>
<td>You help your child in daily learning base activities.</td>
<td>0.576**</td>
<td>0.000</td>
<td>57.6%</td>
</tr>
<tr>
<td>4</td>
<td>You arrange your child home tutor.</td>
<td>0.639**</td>
<td>0.000</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)**

**Table 2: Communicating**

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statements</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Grade Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You contact child class teacher regularly.</td>
<td>0.223**</td>
<td>0.008</td>
<td>22.3%</td>
</tr>
<tr>
<td>2</td>
<td>You contact the principal to get information about child progress in class.</td>
<td>0.158</td>
<td>0.060</td>
<td>15.8%</td>
</tr>
<tr>
<td>3</td>
<td>You ask child teacher about his daily class routine.</td>
<td>0.263**</td>
<td>0.002</td>
<td>22.3%</td>
</tr>
<tr>
<td>4</td>
<td>You visit your child then teacher pay more attention.</td>
<td>0.480**</td>
<td>0.000</td>
<td>48.0%</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)**
Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Table 4: Learning at home

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statements</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Grade Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You monitor your child to show 100% attendance in class.</td>
<td>0.603**</td>
<td>0.000</td>
<td>60.3%</td>
</tr>
<tr>
<td>2</td>
<td>You regular monitor home task to perform better in exam.</td>
<td>0.515**</td>
<td>0.000</td>
<td>51.5%</td>
</tr>
<tr>
<td>3</td>
<td>You attend workshop offered by child school.</td>
<td>0.421**</td>
<td>0.000</td>
<td>42.1%</td>
</tr>
<tr>
<td>4</td>
<td>You encourage child regularly visit the school library.</td>
<td>0.165*</td>
<td>0.050</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)

Table 5: Decision making

<table>
<thead>
<tr>
<th>Sr.</th>
<th>Statements</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Grade Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You manage time table for child studies.</td>
<td>0.598**</td>
<td>0.000</td>
<td>59.8%</td>
</tr>
<tr>
<td>2</td>
<td>You spend most of time with my child.</td>
<td>0.120</td>
<td>0.153</td>
<td>15.3%</td>
</tr>
<tr>
<td>3</td>
<td>You limit your child time for watching TV and video game.</td>
<td>0.577**</td>
<td>0.000</td>
<td>57.7%</td>
</tr>
<tr>
<td>4</td>
<td>You review your child school work regularly.</td>
<td>0.366**</td>
<td>0.000</td>
<td>36.6%</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)
Discussion

According to the findings of the study, there is a reliable association between family participation and preschool learners' academic progress. Families assist their students with homework family and provide home tutoring to help them achieve higher academic success. (Wu et al., 2018).

The current study investigated the link between family participation and academic success. The findings suggest a strong link between family participation and academic achievement, with far too many studies demonstrating a significant impact of family involvement on academic achievement. Many researchers have established a link between student family involvement and cognitive development. The importance of family in academic success cannot be overstated. (Nix et al., 2013).
Many studies have suggested that schools can help parents better understand younger development, parental method, and learning gatherings at home. School also inspire to improve its awareness of its students' families. The trust funds of the schools have a variety of activities and ideas (home visits, family support groups, referrals for special services, social services to provide information to parents about teens, and providing parents skills for teen parents). Furthermore, children that have a high level of parental involvement have a higher link to academic accomplishment. (Hawley et al., 2002).

The current study’s parenting and academic accomplishment, as well as a strong and positive relationship between communication and academic achievement. Students with poor parental involvement abilities are more likely to have learning difficulties and lack participation in various activities. Students with stronger family involvement abilities, on the other hand, perform better in school, participate in extracurricular activities, and have better teacher relationships. Throughout the study, it was established that there is a direct link between family participation and preschool students' academic achievement. Bradley et al., 2008).

Conclusion

Generally, the findings showed that family participation and academic accomplishment had a positive and significant association. We were able to establish, based on statistical findings, that there is a substantial association between family participation in educational activities and the accomplishment level of their preschool students. Overall, there is a significant impact of family participation on students' academic achievement when all aspects of family involvement are considered.

Acknowledgment

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References


