



**RESEARCH PAPER**

**Psychodynamics of Parental Involvement and Education of  
Elementary School Students-Evidence from Pakistan**

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**ABSTRACT**

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The study exemplifies the fact that parental participation in their child's learning process offers so many opportunities for effective future development and enhancements in child's behavior, morale, attitude, and academic accomplishment in all subjects, behavior and social adjustment (Centre for Child Well-Being, 2010). This study draws a line on psychodynamics of parental participation and education of elementary school students. The role of parents in the child's learning process is highly significant and needed to be considered for all types of development. The future of elementary students is considered to be determined through the participation of the parents. Their involvement is pivotal towards strengthening the basic skills of children specifically during the elementary school years. The involvement of parents determines the future skills and experiences of children. Parental involvement improves the confidence of children in every aspect such as school activities, self-study, attending school functions, conversation with teachers, and good results in academic activities. Result from this research study indicates that parental involvement in children's education has the most powerful impact on their attainment.

**Introduction**

It is assumed that psychodynamic theory is a theory of an event whose resulting attitude can have a multitude of meanings which differ for each student as well as for the same child over time. Parental involvement is essential to learn about the psychodynamics in a child's life during learning process. An educational system is continuously a need of improvement in the system alongside its results. Students' academic success, along with additional factors, is single major component together with to measure how effective the structure is.

Another explanation of parental involvement is discussed by Sealover (1995) in his study who defines that parental involvement is an uninterrupted contribution in children's academic successes. This contribution is measured quantitatively by the sum of hours per month consumed assisting students with tasks. While Sealover found no noteworthy parallel amongst this type of parental contribution and additional way of defining parental involvement is more encircling through a structure of classification of activities. In another research study, parental participation was parted into four groups: helping, controlling, supporting, and participating (Mau, 1997). Even though Mau did not explicitly study the effects of parental involvement on success, the research technique was supportive to our study since it offered a definitely inclusive definition of contribution than those which are used by any of the above-mentioned scholars.

### **Literature Review**

Parental participation improves the attendance of their children in school (Epstein & Sheldon, 2002), and good conduct in the institution (Sheldon & Epstein, 2002) as well as their accomplishment of self-study in good manners (Keith, Keith, Troutman, Bickley, Trivette, & Singh, 1993). A general agreement that remains there is that the parental participation upsurges and confirms academic success.

Parental participation is the level of participation of the parents in kid's schooling at home and at school itself. Most of the parents are vigorously involved, frequently offering helping hand to their children in the school, being in continuous connection with teacher(s) of their children, helping them to do their assigned tasks, also, and clearly understanding and obliging the strengths and weaknesses of their kid. On other hand, not so pleasantly, many parents tend not to get involved frequently with their children's learning process. For such parents, school administration frequently tries to arrange events such that sports day to make sure the parents get involved in their children's educational procedures and improve their learning outcome. Since the importance of initial years of school is not deniable, the later years also are equally important as well, as stated by the detailed research study by Derrick Meador (2009).

A communal method of parental participation in schooling involves assisting the student at home. Home-based parental contribution comprises facilitating with work assigned by school, attending the kid in read-aloud activity and brainstorming about school projects. Even only revising, the school day, with the kid counts as a system of home-based parental contribution in education. Around 30% of parents in Sindh province participate in their children's educational progress at home at least once a week. It is seen that in Pakistan, parental involvement is only in terms of health and safety measures, but parents must get involvement in education of their children.

Parental involvement significantly contributes to improve student's outcome related to learning and school success. By actively participating in elementary child's learning process at school, and being involved in the educational activities, parents

are more prone to knowing the performance of elementary children. The initial stage of contributing towards the learning process of your child is to help them in their tasks assigned by teachers in school. Frequently taking them for picnics on weekends, helping them complete their science projects together and staying on top of their results and development keep parents alert and supportive of elementary child's educational process.

### **Type 1**

This form of parental involvement refers to understanding adolescent and child development. This helps parent assist children with parenting skills, support of members, and making home circumstances to assist in learning at each level of study in every grade. For elementary children, assistance from parents for performing school tasks helps them do schools projects better. Such involvement also increases the child-parent faith for getting the insight of families' culture, preferences and goals for children.

### **Type 2**

This type of involvement helps children learn to communicate effectively and profoundly with concerned families to discuss about the programs at school and their personal academic growth. This also helps construct a two-way communication between school and home.

### **Type 3**

The key features of this type of involvement comprise training activities, improves volunteering enrollment, and programs to indulge families as free workers and partners in the school. Parents are volunteers who support teachers when they help their kids for the improvement of academic work.

### **Type 4**

This type of parental involvement consists of participation of parents in learning process of children at home, encourages teachers for goal setting, developing curricular and co-curricular activities and other academic school programs

### **Type 5**

This parental involvement helps young learners in making decisions for making rules in activities and improvement of all school functions and programs.

## **Type 6**

Through this form of parental involvement, children learn to participate in community- coordinated resources. They indulge with the community, and also serve for families' children and the school's community groups including ethnic and public organizations, business agencies and universities and colleges. All children get the opportunity to enable themselves to contribute for services.

### **Barriers in Parental Involvement**

Several research studies that are conducted by Blackwell and Mannan (1992) resolved the fact that once the school natural phenomena and atmosphere were not sensitive to the native language and culture, communication was mostly very difficult, and many parents felt problems from starting any type of discussion with faculty members. In the case of province of Sindh, most parents are uneducated so they feel problem to communicate and discuss with teachers about their kids' studies. Studying the suggestion of Hill et al. (2004) reinforces that it is not clearly identified that parental participation was witnessed to function contrarily and to be different in purposes and in different cultural categories (Hill & Taylor, 2004). Another philosopher, Lareau (2007) advises that learners who lack cultural capital have inadequate parental support in their educational tasks, and probably have lesser educational success than their other classmates.

One of the downsides that may happen when parents whom culture and lifestyle differs from other include parents who have less desire to visit the school, resulting in less opportunity for the parent to gain less rewards than by those parents who participate actively in their children's school activities. Also, the differences in cultural capital reduce the ability of guardian to obtain information and parental skills (social capital) which can better equip their child in regards to school related activities, regardless if the parents are active or not active in the school (Hill & Taylor, 2004).

The cultural capital exists in three states: objectified, established and embodied. According to a French sociologist, Pierre Bourdieu, parental involvement is the ultimate product of social and cultural practices ranging from personal to social experiences and observation amongst parents. His theory suggests in the realized state, traditional capital of parental participation could be amplified by converting economic investment into things and items as a textbook is an "actualized" practice of cultural capital because it requires previous exercise for understanding the text.

Educational Policy 1996 declared the major obstacles as the shortage of time, not being well-regarded, not being able to know how to contribute and not the matter of parents' education. The major barriers towards parental involvement contain not completely getting the idea of the current education system, child development and care problems, language, cultural and areas requirements, and how to attend frequently school activities are the problems as major barriers. Most important point is that parents often feel that they are not welcomed. An insignificant literacy levels,

learning bluster, dull and uninteresting conferences, and parents having unmet the mentioned requirements themselves are major barriers of parental participation. Passive participation of parents and instructors, inefficiency and absence of untrained teachers, hurdles of ethnicity and class has been recognized as major hurdles of parental participation in the education of a child (Moore, 1991).

Joyce Epstein's (1988) study of at-risk parents in Maryland found that a lot of the traditional ways and means of parent involvement do not work. Parents do not care up to elementary level. More than 33% of the parents who were interviewed during this study had not discussed in any manner with any educator throughout the school year. Above 35% of the parents as part of this survey had not even been present at a parent-teacher meeting. Out of all the parents interviewed in this study, 70% of them had never been assisted with any kind of activity in their kid's classroom and only 4% of them had used more than 25 days taking part at a institute. (White-Clark & Decker, 1996).

### **Importance of Parental Involvement**

According to McAfee (1979) and later by Nadler and Coleman (2009), one of the utmost significant elements in student's academic accomplishment is the background of family of the child, with an added vital variable being parent's attitude towards the child's success, and institution. However, the conducting of activities assessments and the procedure of categorizing the types of parental contribution that yield the maximum constructive academic outcomes are difficult. A study conducted by Henderson and Mapp in 2002 clearly declared about the majorly effective activities and rehearses when studying families and children's education process. Smith & Brache (1963) steered a research study where parents were called to attend discussion in the shape of groups and highlight the significance of parents setting instances for their kids. Parents who participated in the study were advised to daily check the work of their children, listen to them, and provide and arrange a proper time daily at home for the purpose of studying and reading. Parents must discuss educational assignments given by the teachers from school. Participating parents were made sure that their kids had appropriate school stationery. Bittle (1975) resulted and reported that routine coordination with parents achieved in unbelievable improved results scored in tests in students' learning process during results.

### **Benefits of Parental Involvement**

Parents were counseled to check work daily of their children, attend their children carefully, and to provide and arrange a daily routine proper and fixed schedule back at home for reading and learning. In addition, they were made sure to assure that their kids had completed the assignments properly. Bittle (1975) resulted and reported that routine parent-teacher communication achieved improved test marks in elementary students' learning process during education.

Parental participation yields alterations in parents' idea towards their children's education, and parents who are regularly involved in the process have a more constructive view about schools than those parents who are not actively involved in the same (Epstein, 1986). However, few school programs encourage parents to involve directly in home learning or be active as a professional tutors, while other programs are arranged for the involvement of parents as a supporting role or play as spectators instead of teaching role as studied by Berger (2008); Epstein, (2001) and Shumow & Miller (2001). Irrespective of the role, a well-versed and involved parent long run assistances the institute, the learners, and their parents as well (Becher, 1984; Comer, 1986; Flaxman & Inger, 1991). National administrations have also acknowledged the significance of parental association and also have taken inventiveness that results in encouraging and motivating operative partnerships among the household, school, and community (National Parent Net Association, 2007). The National Coalition for Parental Involvement in Education, and The National Education Association, the National Parent-Teacher Organization in accordance with other clusters, have also spoken out the subject of parental participation by printing guidelines for parents, producing different resources, and offering valuable and constructive suggestions on why and how the parental participation is necessary during learning process in education (Williams & Chavkin, 1989).

### **Parental Communication**

The rapid emergence of information communication technology results in providing opportunity for all parties concerned with school to regularly interact using various media channels, and play active part in information exchange, and communicate on a personal as well as on an institutional level (Tidwell & Walther 2002). A thorough study advocates that parental participation and coordination is decreased as soon as children move from pre-school settings to school. Parents' participation in their kids' initial schooling and communication process between teachers and parents have fascinated a huge transaction of consideration in recent global research study; different studies suggest Arnold, Zeljo, & Doctoroff, 2008; Berthelson & Walker, 2008; Borgonovi & Montt, 2012; Daniel, in press; Sy, Rowley, & Schulenberg, 2007. Several readings have revealed helpful links midst parental participation and children's societal, emotional, and learning outcomes -Arnold et al., 2008; Desforges & Abouchaar, 2003; Marcon, 1999; Topor, Keane, Shelton, & Calkins, 2010. In villages, teachers do not feel parental involvement conceptually, whereas it is most important. If students do not work effectively for long, teacher asks them to ask parents to report to school for administrative measures. When scholars say that teachers are spiritual parents, the teacher must meet with the parents of the student and guide them about the importance of their involvement. Teacher can communicate with parents on other means of communication, about the results, progress and problems of their child using social media such as WhatsApp, Facebook, YouTube, Skype, Zoom and other applications.

## **Significance of Parental Involvement**

The missing parts of wisdom about parental contribution starts through the description of the concept, and reality is that despite its automatic meaning, the functioning use of parental participation has not been unblemished and constant (Fan and Chen 2001). Some descriptions differ from broad, similar to the one set by Grolnick and Slowiaczek (1994, 238). He defined parental contribution as “it is the resource of commitment to their kids by the parent in a specified area” -Larocque, Kleiman, & Darling 2011, 116, who stated that “parental participation can be commonly defined as parents’ or guardians’ outlay in the field of education of their offspring”, to additionally precise ones that see parental contribution as “conduct of parents at household and institute setting means to upkeep their kids’ education during learning process for educational growth”. (El Nokali, Bachman, and Votruba-Drzal 2010, 989). So many research revisions, but, scholars select to evade a common explanation of parental participation and in place of that their emphasis remains on explicit types of parental contribution shown by parents (Kohl, Lengua, & McMahon 2000).

Relationship between academic achievement and parental involvement is believed and is obstructed by the numerous aspects. There are certain utmost famous and usually explored aspects such as socio economic, preceding achievement, including ethnicity and status according to (Kohl, Lengua, and McMahon. 2000). Consequently, so many researchers in their research articles succeed to regulate the effect of some of such variables, while few are treasured and gifted to produce a further genuine depiction of the consequence of parental participation in the educational success of young students at elementary level. The findings indicated according to Zellman and Waterman’s (1998) that after regulating student’s ability, social standing, ethnicity, and observations directed towards a noteworthy positive correlation among parental participation in school and student’s educational performance. As well, after dominating for student’s intelligence, Topor et al. (2010) gave reasons for the parental contribution being expressively related to students’ academic success level and children’s observation of intellectual intelligence. It must be pointed out regarding this study that parental contribution was measured by faculty perceptions for not negative approaches, however parents have had toward their children’s education, teachers, and schools. However, it did not take into account any parental participation in school or at home, therefore casting a shadow of uncertainty on validity of the results.

## **Conclusion**

In this research study, parental involvement is measured by faculty perceptions. Parental participation must be confirmed to be positively correlated with the children’s educational achievement, educators, and institutes. However, it does not mention any parental participation activities taking place in school or at home, henceforth casting a shadow of vagueness on legitimacy of the results. While the study mostly suggests that psychodynamics of parental participation are advantageous for

children at elementary level for academic attainment, little do we know about parental inspirations for making contribution and how do these motivations force explicit contribution conclusions. This work observed the other benefits of children with parental involvement as social life, ethics, behavior, and attendance at school. Researcher found out that if parents do not contribute in children's routine activities, they lose their active and successful life. It was identified during the research study that several significant essentials of parental involvement generate several questions about parental perceptions of their involvement.

Parental involvement is studied to be very much helpful for the teachers with view to the effective and better education of children at beginning levels specifically at elementary level throughout Pakistan. It is determined that if parents visit school to get information about all the aspects of education of their child regularly and to understand the well beings of their child, it strengthens the view in the student's thinking that home and school are working jointly and that school is an integral part of the whole family's life. Parental involvement is proven very much essential in the learning process of children at elementary level and also comes very handy for the school administration to work in alignment with parents for the betterment of the education of children. This study supports the above-mentioned facts and proves them significantly true to the cause of education.

The study also concludes that parental involvement is a direct strategic alliance between the parents and the students of elementary school across the province of Sindh in particular and the country in general. To make the parental involvement more effective and healthier, the role of school administration and the management is pivotal too. Elementary school administration and management as well as the school head teachers must ensure that they devise policies that involve parents on regular basis towards the development of elementary child's personality and impression as independent learners. The policy formation may consider the team of parent who voluntarily contribute towards the education of their children. Such actions are a dire need in the province of Sindh these days. Parental involvement across the globe also has significant contribution towards providing elementary children a base for independent life experiences. A child under such guidance, support and monitoring of parents is more likely to emerge as a balanced personality than those elementary students who do not participate in their children's education process both in formal education and informal education.

Parental involvement plays a vital role in the academic achievement of a child. Parental involvement is very important in an elementary child's life because the child moves with the parents' interest and engagement towards the educational structure in one's lifestyle. Parental involvement in an elementary child's life is instrumental in a child's future in order to become successful. Teachers and parents both provide goals to their children to achieve their betterment. They prefer to make a commitment for the child to collaborate and engage in students' lives.



Reaching out to the needs of the elementary child by teachers and parents, student themselves to accomplish their goals. Providing elementary students with opportunities and enhancing their potential in the life for the success of the future generation is pivotal and indispensable. Scheduling conflicts and intimidating the parents is very important for the child. Shared responsibility is essentially an integral component where everyone collaboratively works together for common goals to be achieved. This idea is practicably active, healthy and intertwined. Great efforts of parents contribute to having higher academic results of elementary children across Pakistan connecting school and parents together.

Drugs abuse and addiction are a part of the adolescence stage in which students deviate and move towards deviance. The child is negatively affected and neglected. The step in which the child moves the parents is needed to stand by them so that the children know that they are looked over. Following are some of the aspects of the lacking in parental involvement: Every child is different and unique in their own way. It is important to acknowledge it and all the different cultural backgrounds of parents in the child because this may affect the child positively.

### **Parent Group**

Social media groups of parental involvement have been a trend after the pandemic, therefore communication through a distance to communicate the performance of the child with teacher and parent and vice versa is very important.

### **Communication Gap**

The language issue creates a gap between the teacher and parents as well as the child. There have been many coping mechanism programmes that are available in today's life.

### **Time Management**

Parents are working and do not have the time to contribute towards their child's performance in any aspect. They prefer to send their students to tuition centers for their academic performance and neglect the other aspects of a child. Sometimes, financial hindrances also cater to the lack of time management because they need to stand up to the cost of living in the society.

### **Lack of Education**

When parents do not stand up to the literate group of society, they lack the ability to think, rationalize and make decisions. They are able to understand the child's needs, the child's accomplishments and most importantly good parenting for the child.

### **Staff Attitude towards Parents**

The inability of teachers to communicate to the parents effectively leads towards the decline in parental involvement. The need for parental involvement is highly valued because it helps to facilitate the needs of the learners for the progress in the future society.

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