

Parental Involvement in Schooling & Student Performance

Abstract

Purpose

The purpose of this study is to investigate how parental involvement and partnership with the school affect student performance. First, the study intends to investigate if there is a significant correlation between parental involvement and partnership as an independent variable with student performance as an independent variable. School involvement and partnership as an independent variable includes a number of factors namely involvement with teachers, administration, activities and committees. On the other hand, student performance at school as a dependent variable constitutes of several dimensions, namely academic performance in terms of grades, behavior in school, and happiness at school.

Methodology

This study will employ two methodologies. The first methodology is qualitative and will constitute of semi-structured interviews that will be conducted with parents, teachers, school administrators and students. The purpose of this methodology is to explore the perceptions that these parties have of the impact of parental involvement at school with the performance of their children. The data collected will provide additional insights on the subject of this study.

The second methodology is quantitative in nature as it aims at generating data that can be statistically processed and analyzed to provide an objective understanding of the relationship between parental involvement and student performance. After getting the necessary permissions from parents, they will be asked to fill a questionnaire survey that will cover both the independent and dependent variables. Independent variables will include the scores that reflect parental involvement in different areas

(with teachers, with administration, in activities and in parental committees). The dependent variable will constitute of student performance academically, socially and emotionally. The data will then be processed statistically using SPSS 21 software to explore the nature and magnitude of the relationship between the independent and dependent variables.

Findings

The findings of the two methodologies will present a broad picture of the relationship between parental involvement and student performance. The qualitative method will provide data based on the experiences, opinions and beliefs of parents, administrators, teachers and students. Hence, the findings could probably vary significantly since each interviewee is expected to have a different perspective.

On the other hand, the quantitative method will provide measures of the independent and dependent variables. The first section of the survey questionnaire will generate data that reflects measures of different types of parental involvement in school. For example, participants will be asked to respond to questions based on a 5-score Likert-scale to score the level of their involvement in their children's school. As a result, the study will generate measures of each type of parental involvement and of the overall involvement of parents in school. These measures will constitute the independent variable in this study.

The second section of the survey questionnaire will generate data pertaining to the dependent variable, namely the scores of children's performance on the academic, social and emotional levels. The main target variable here is the academic performance, but the social and emotional factors will also be measured based on the assumption that students are more likely to fit in well in school when their parents are more involved

with the school, and also on the basis of the assumption that social and emotional factors are highly correlated with academic performance.

The statistical analysis will reveal the nature of the relationship between the dependent and independent variables, and these findings will be compared and contrasted with the findings from the qualitative method. Based on the assumptions, it is expected that the study will reveal a potential convergence of opinions among parents, administrators, teachers and students about the importance of parental involvement for better student performance (as well as better emotional and social performance). In addition to this, the study is expected to find a significant positive correlation between parental involvement and student performance, especially at the academic level.

Research Limitations & Implications

This research faces a number of limitations. First, the quantitative method will depend on the input of parents alone. Questions can be designed in a way to ensure some degree of accuracy of answers with respect to academic performance (eg. asking the parents whether the degrees of the student are above a specific grade). However, there is always room for error and it is possible that some parents may not even know how their children are doing. More importantly, accurate responses with respect to the social and emotional dimensions may be difficult to secure since parents may not be aware of how their children are behaving or what emotional states they have in school.

The findings of this study will have a number of implications for schools and parents. First, it will provide school administrators and educators with a better understanding of the factors that affect the academic, emotional and social performance of students. This can be useful when designing solutions to improve the academic performance or the social and emotional states of students in school. Secondly, the

findings will provide additional guidance and insights for parents who wish to be able to do more to improve the academic performance and the social and emotional wellbeing of their children in school.

Social Implications

The most important implication of this study is expected to be on the social level where there is still an ongoing debate on the extent of parental involvement in the schools of their children. This study aspires to show exactly how different types of involvement affect the performance of children in school on the academic, emotional and social levels. Hence, it will provide objective evidence in this debate, most probably in favor of those calling for more direct and intensive involvement by parents in the schooling of their children.

Original Value

The original value of this study is that it will provide parents with evidence based on the inputs that they provide in addition to supportive evidence from administrators, educators, and even students. This means that the evidence will be more persuasive and much more credible in the context of the debate over parental involvement in schooling.