



## ROLE OF PARENTS IN PROMOTION OF SCHOOL HOME RELATIONSHIP

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**ABSTRACT-** Parents' participation has incontrovertible relationship with students' academic achievements. The objective of the study was to analyze the parents and school management role in the education of children at primary level in District Peshawar. All the Head Teachers at primary school level at District Peshawar were termed as population of the study. 200 Head Teachers constituted as sample of the study. Simple random sampling technique applied in the study. Data was collected through questionnaire. The collected data was presented in percentage using SPSS Version 17. Result of the study show that parents of the children were not cooperating and participating with school management and school management was also not playing its due role. Parents Teachers Councils (PTCs) were not performing their functions in the schools. The study recommended that parents may be actively involved in the schools activities and the PTCs may be strengthened through proper trainings to spread awareness in the parents about collaborating with school management. These activities will ultimately produce a better relationship between parents and school management and teachers.

**Keywords:** Parents, Promotion, Primary, Relationship.

### I. INTRODUCTION

Children learn most of their knowledge in the formal system of education. Learning process begins when children enter to school for the first time. The children after entering the school environment also get knowledge from their homes and develop themselves. The community also helps them in their education. The role of parents becomes very crucial in the beginning of school of children as they try to make children to adopt the school environment. Parents help their children in their studies at home also. Parents are engaged with their children for making them part of the society and trying how to make their children perfect in the school and society (Muller, 2009). Involvement of the parents in schooling of their children is completing the triangle of school, community and parents. The role of parents is just like an actor. They help their children in their outside activities which are imposed on them by school. They participate in all the school activities of their children (Brofenbrenner, 1979; AIHW, 2012).

The learning home environment is formative to the children. They easily gain knowledge from their home environment (Bull, Brooking & Campbell, 2008; Kendall et al. 2008). A continuous chain takes place when the community, home and school work horizontally. Hence ecological theory and socialism take place in such circumstances which give birth to communication. In such circumstances all the resources of community are utilized and all the learning outcomes are well achieved (Ryan, Fauth & Brooks-Gunn, 2006). Parental role at school is much more different from the one they perform at home. At home the parents have financial and training responsibilities while at school they have to attend special events and meetings. In school they represent their children being members of the school committee. They not only the representatives of their own children but they also represent all the students of the school (Hill & Taylor, 2004; Pomerantz, Moorman & Litwick, 2007). Parents are engaged in the school and their children academic activities but it is very difficult to determine the academic achievement of the child on the parental involvement (Harris & Goodall, 2008). But still we cannot ignore the role of the parents in improving the academic achievements of the children. Engagement of parents in the school activities has a positive relationship in adjusting the students in the school environment (Henderson & Mapp, 2002; Westmoreland et al., 2009). Some researches advocated that parental involvement in school activities is certainly related with the child's social and emotional settings in the school. Such activities in the school do not indicate the children academic outcomes because in the early years of school, children require lot of other formalities beyond these activities. Children require lot of attention in the early years of schooling. Regular visits to the school make the parents to give special attention to their children. The school management is also playing

a complimentary role. Thus, the involvement of parents has a direct influence on their children adjustment (Henderson & Mapp, 2002). When the children get older, the engagement of parents in school activities has ramblingly touch in the children outcomes in the field of attendance and behavior (Kendal et al., 2008).

School is playing primary role in the expansion of optimistic school and home association (Van Velsor & Orozco, 2006). Role of the school in home school involvement is very decisive in the development of children (Van Velsor & Orozco, 2006). School has its own role in the development of child. Children can get benefit from the school environment. The school provides conducive environment to the children for better development. School is the first formal institute for the children to open their minds and can get a straight line. The school produces self-regulation, determination, aspiration and confidence in the children and they become leaders and symbols of success in future life (World Bank Group, 2011; AIHW, 2009). A positive educational guidance has a remarkable influence on the emotional development of the children. The children feel themselves well secure emotionally. A sense of ability for work in peer group is developed in the children. Sense of responsibility for work in time and accuracy is developed when the children are emotionally free for the expression of their feelings and sharing their experiences. These abilities of the children make them ready for their academic performance (AIHW, 2009, p.60). The relation among teachers, parents and students has a positive impact on the development of students' academic performance (Sirvani, 2007). Education is a multidimensional process. Parents and school are complementary for each other. Pakistan is far behind the millennium goals and targets. The current study is an attempt to explore the involvement of parents in school activities for the promotion of school home relationship.

### ***Objectives of the Study***

Following objectives are set up for this research study:

1. To investigate the role of parents in school activities.
2. To find out the role of school management in school home relationship.
3. To find out the remedies and recommend suggestions for the improvement of school home relationship.

### ***Significance of the Study***

Primary education is the backbone of our education system. The current study is valuable for the following reasons.

1. This study will create awareness in the parents about school activities.
2. It will create awareness in the parents about their participation in school activities and its importance.
3. It will clarify the issues and problems faced by the parents and school management for making better environment of involvement in school activities.
4. This study will provide a plan for the policy makers, planners and experts in the field of education to revise their policies according to the needs of students, parents and school management.

### ***Research Hypothesis***

To achieve the targeted objectives the following questions may be kept in mind.

1. What are the insights of parents about involvement in school activities?
2. What is the role of parents in school home relationship?
3. What are the issues which restrict the parents to participate in school activities?
4. How the issues and problems between parents and school management could be eradicated?

## II. LITERATURE REVIEW

Education is the right of every child. Child is considered as the property of parents. Educating a child is an investment which pays better. Student of past is the earner of today. Every student is imparting his role in the society. Children may be treated in a manner as the elders are respected. Boshier (2005) argues that education is the fundamental and constitutional right of every child. Parents are the first teachers of a child. They can fold them in the early years. Parents give a pathway to their children. They have to think about their future. Overall life consequences of children are directly related to the involvement of their parents in the learning of their children (Baker, Goesling & Letendre, 2002). According to Sheldon (2002) parents' involvement in learning is like the assets of properties in children through parents. Coleman and Churchill (1997) argue that positive growth and development of parents are involved with their children in several ways such as emotional support, skills, knowledge, habits etc. McBride, Bae and Wright (2002) deliberated that parents' involvement is as family involvement, as every member of family has to play his role. Elders of the family behave and act as their parents did. The understanding of parents' involvement is highly reliant on the separate views and potentials of each person concerned. It has been observed that care and

beliefs in early education are not shared collectively. Collection and unity of all the family elements have positive effect. Relationship and unity make the family as partners (Epstein, 2001).

Epstein has categorized the parents' involvement in the following way.

1. Parenting Involvement: In this type of involvement children are treated as students.
2. Communicating Involvement: School and home activities are collectively discussed.
3. Volunteering Involvement: Employee and shape parent assistance and provision.
4. Learning at Home: How to give ideas and support the families of the students at home and sort out their home tasks assigned by the school.
5. Decision Making: Parents involved in school decisions prepare leaders of tomorrow.
6. Collaborating with community: Parents sort out the resources and services of the community and using it for the development of school programs.

Students are experiencing different programs inside and outside the school. These programs are influenced in positive ways when parents and school management is well involved (Sheldon et al., 2005). An important activity of lesson plan is the homework. Children feel difficulty in completing the homework without the support of their parents. Those parents who support their children in home work effectively can build their children. Such parents should be accurate concerning the aptitude and capabilities of their children (Ryker & Roger, 2009).

Parents raise the knowledge and interest in their children. This interest enhances the academic achievement of the students (MetLife, 2005). According to Fan and Chen (2001) those students who are supported by their parents have revealed better hypothetical successes. Houtenville and Conway (2008) established that parental involvement has a positive relation with students' achievement in the school. A degree of carefulness is obligatory when seeing discrete creativities as many are minor in measure, and achievement is frequently reliant on indigenous conditions and personnel (Bakker & Denessen, 2007; Mattingly et al., 2002). Procedural difficulties have also been recognized where programs are assessed over phases of three years or less, with some researchers in conflict that such time frame is too short to notice considerable, long-lasting variations in educational achievement (Clinton, Hattie & Dixon, 2007). An additional inadequacy of the current observed works on the influences of parental commitment is that parents choice their own glassy of commitment rather than being casually nominated to contribute in commitment programs. This means that there are organizational obstacles to proclaiming a straight causative association between personal contribution and academic accomplishment (Avvisati, Besbas & Guyon, 2010).

An inspiring environment at home consisting all the educational materials and procedures have a positive relationship in achieving the educational goals set up by experts. This builds students intellectually and take them to social development (Sammons et al., 2008). Quality home learning environment is necessary for making the learning enjoyable for the students (Jeynes, 2005). Without involvement in the school activities, the parents cannot accomplish all the activities. There are certain activities which cannot be fulfilled without the involvement of school management. There are some events which can only take place in school. Parents attend the school events and guide their children accordingly (Hill & Tyson, 2009). Proof indicates that parental participation in the practice at home has fruitful rewards to the students (Duckworth et al., 2009). Parents' communication with their children concerning their choices in subjects enhances the courage of children and they become aware about their subject matter (Pomerantz, Moorman & Litwack, 2007). Parents' communication with their children is a phenomenon of support of cooperation through which the children touch the height of academic progress and gain the level of behavior (Hoover-Dempsey & Sandler 2005).

Bruckman and Blanton (2003) established that the teachers who were not supported by parents could hardly attain any progress in the academic achievement of students. Most of those parents were from low income families having no educational background.

### III. RESEARCH METHODOLOGY

This research study is descriptive in nature which discovers the role of parents in the promotion of school home relationship.

#### **Population of the Study**

Head Teachers of the Government Primary Schools (GPS) of District Peshawar constitute the population of the study.

#### **Sample and sampling technique**

200 Head Teachers of GPS was taken as sample of the study. Random sampling technique was applied in the study.

### **Instrumentation**

A questionnaire was constructed on five point likert scale. Data was collected through questionnaire from the Head Teachers of GPSs by the researcher personally.

### **Pilot Testing**

Questionnaire was tested in group of 20 Head Teachers. Items of the questionnaire were modified and rearranged according to the level of satisfaction.

### **Data Analysis**

Data was analyzed by applying percentages and using Statistical Package for the Social Sciences (SPSS) Version 17.

## IV. FINDINGS AND RESULTS

The results of the analyzed data were presented in the tables. Each table consists of three items which explores a specified area of the study and role of parents in promotion of school home relationship.

Table 1  
*Conception of Parents about School Engagement*

S.No	Item	S.A	A	U/C	D.A	S.D.A
1	Parents are aware about the importance of education	14%	19%	3%	28.5%	35.5%
2	Parents are aware of school activities	2%	5%	0	30%	63%
3	Parents are aware of importance about their engagement with school	3%	4%	0	25.5%	67.5%

Table 1 indicates that most of the head teachers 35.5% are strongly disagreed that parents have awareness about the importance of education. Most of the teachers 63% are strongly disagreed that parents have awareness of school activities. Similarly 67.5% head teachers are disagreed that parents have awareness knowledge about the importance of their engagement in school activities.

Table 2  
*Motivation of Parents about their Children Education*

S.No	Item	S.A	A	U/C	D.A	S.D.A
1	Parents send their children regularly	50.5%	34%	1%	13.5%	1%
2	Parents takes their children to school by themselves	6.5%	8%	12%	70.5%	3%
3	Parents actively motivate their children	12%	19%	15%	22.5%	31.5%

Table 2 shows that most of the teachers 50.5% are strongly agreed that parents send their children to the school regularly. Most of head teachers are disagreed that the parents take their children to school with themselves. Similarly 31.5% which is the response of most head teachers and they are disagreed that parents motivate their children.

Table 3  
*Concept of Parents about School Rules and Regulations*

S.No	Item	S.A	A	U/C	D.A	S.D.A
1	Parents take care of school discipline	23%	48.5%	6%	18.5%	4%
2	Parents are punctual about school timings	19.5%	68%	5%	5.5%	2%
3	Parents cooperate in school uniform	85%	12%	1%	2%	0

Table 3 indicates that most of the head teachers 48.5% are agreed that parents take care of school discipline and 68% of the head teachers are agreed that parents are punctual about school timings. In connection with uniform most of the head teachers are strongly agreed that parents cooperate in school uniform.

Table 4  
*Interest of Parents in School Activities*

S.No	Item	S.A	A	U/C	D.A	S.D.A
1	Parents visit school regularly	1%	12%	5%	23.5%	58%
2	Parents attend school meetings regularly	2%	13.5%	4.5%	37.5%	42.5%
3	Parents take part in school activities	5%	17.5%	14.5%	22%	41%

Table 4 indicates that most of the head teachers 58% are strongly disagreed that parents visit schools regularly. Most of the head teachers 42.5% are strongly disagreed that parents attend meetings regularly. Similarly most of the head teachers 41% are strongly disagreed that parents take part in school activities.

Table 5  
*Cooperation of Parents in Homework*

S.No	Item	S.A	A	U/C	D.A	S.D.A
1	Parents help their children in home work	16%	29%	4%	42%	9%
2	Parents regularly check diary of their children	11%	18.5%	14.5%	19%	37%
3	Parents regularly involve in feedback about home work	2%	5%	16%	22.5%	54.5%

Table 5 indicates that that most of the head teachers 42% are disagreed that parents help in homework with their children. Most of the head teachers 37% are strongly disagreed that parents regularly check diaries of their children. Similarly most of the head teachers 54.5% are strongly disagreed that parents are regularly involved in feedback for their children.

Table 6  
*Involvement of Parents with School*

S.No	Item	S.A	A	U/C	D.A	S.D.A
1	Parents cooperate in school matters	21%	43.5%	11.5%	19%	5%
2	Parents check the academic progress of their children	14%	23%	4%	27.5%	31.5%
3	Parents have direct relation with school management	7.5%	18%	1.5%	33%	40%

Table 6 indicates that most of the head teachers 43.5% are agreed that parents cooperate in school matters. Most of the head teachers 31% are strongly disagreed that parents check the academic progress of their children. Similarly most of the head teachers 40% are strongly disagreed that parents have direct relation with school management.

Table 7  
*Role of PTC in the School*

S.No	Item	S.A	A	U/C	D.A	S.D.A
1	PTC is established in the school	100%	0	0	0	0
2	PTC meetings are regularly held	93%	7%	0	0	0
3	All the participants actively take part in PTC meetings	76.5%	19%	0.5%	4%	0

Table 7 indicated that all the head teachers are strongly agreed that PTC organization is existed in the school. Most of the head teachers are strongly agreed that PTC meetings are regularly held. Similarly most of the head teachers are strongly agreed that all the participants actively take part in PTC meetings.

## V. DISCUSSION

The analysis of the study indicates that parents are not playing their role in the promotion of school home relationship. Most of the parents have no awareness about the importance of education. They have no idea about their parental engagement role in education. They do not care of their children about their homework. They do not motivate their children. They are unaware of the school programs and activities. Jansorn (2004) is in the view that education is not an isolated system. Parents, teachers and environment are its important pillars. No one can deny the importance of parental engagement. The parents must do time to school programs and activities. This will motivate the students and teachers for better results (MacNeil & Patin, 2007). In the current study it has been observed that parents do not participate in the school activities and events. Parents must consult with school management and actively participate in the school events (Christie, 2005). Parents must give time to their children at home and must complete all the assigned work to their children. This will make them ready for their next lessons (Dessoff, 2009).

## VI. CONCLUSIONS

Following conclusions were drawn on the basis of analyzed data.

1. Parents are not aware of the importance of education.
2. Parents are not aware of the importance of parental engagement in the learning process of their children.
3. Parents only send their children to school on time with proper uniform.
4. Parents do not visit the school regularly.

5. Parents have no interest in the academic development of their children.
6. Parents do not actively take part in school activities.
7. School management is not motivating the parents to take interest in the education of their children.
8. PTCs are holding only meetings and not playing its due role so as to create conducive environment between school management and parents of students.

## VII. RECOMMENDATIONS

Following suggestions are recommended on the basis of research study.

1. The government must ensure proper training to the parents on their participation in school activities.
2. Awareness must be created in the parents regarding the importance of education of children through different seminars and campaigns.
3. PTCs of the school may be strengthened, so the parents may be guided and motivated by PTCs members.
4. Teachers and Head Teachers may be so trained that they may involve the parents in school events.
5. The parents' engagements in the school activities may properly be monitored through assessment programs.
6. Activities may be arranged for the participation of the parents so that they may be motivated in the learning process of their children.

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