

A COMPARATIVE ANALYSIS OF MATERNAL INVOLVEMENT IN EDUCATION BETWEEN MOTHERS OF GOVERNMENT AND PRIVATE SCHOOL CHILDREN OF HYDERABAD DISTRICT

*Lubna Ahmed Soomro**

Dr. Nagina Parveen Soomro[†]

Dr. Muniza Malik[‡]

Dr. Shakeela Shah[§]

Abstract

The present study was carried out to analyze the differences in maternal involvement in education of children between mothers of government and private school children. The study also aimed to examine the differences in the educational background of mothers of public and private school children. Sample of the study was collected through stratified random sampling from mothers of (n=1200) middle school children of government (n=600) and private schools (n=600) of Hyderabad city. The data were collected from the mothers of 6th, 7th and 8th grade students. Mother referent Parental involvement scale was administered with personal information form. The purpose of conducting the study was to investigate the differences in the involvement of mothers in education of their children at government and private schools. It was also aimed to inquire about the differences in the maternal involvement in studies of children at home and at school. Finding indicated significant differences in maternal involvement of government and private school children's mothers. Mothers of private school children found more involved in the studies of their children as compared to the mothers of government school children. Furthermore, significant relationship was found between level of maternal education and their involvement with the studies of their children. The implications of the study have been discussed in terms of the importance of

*Assistant Professor, Department of Psychology, University of Sindh, Jamshoro.

[†]Professor, Department of Psychology, University of Sindh, Jamshoro

[‡]Assistant Professor, Department of Psychology, University of Sindh, Jamshoro.

[§]Assistant Professor, Faculty of Education, University of Sindh, Jamshoro.

the role of mother participation in the academics of children at school level and their academic success.

Keyword: *Parental Involvement, Government, Private Schools.*

INTRODUCTION

Parents are the most significant people in the lives of children. Their style of interaction and involvement with children affects all aspects of their development. The influence of parenting on the lives of children ranges from psycho-social interpersonal skills to personality characteristics and from learning to academic achievement (Baily, 2018). Majority of the parents give value to the education of their children and they expect good performance of their children in studies. It demands determination and consistent involvement with children in their studies. Not only the parents have hopes about having well-educated, academically successful and responsible children rather it is also the need of the whole nation (Anderson, 2017). Parental involvement means participation of parents in education of their children with the aim of developing their academic competencies and learning skills (Azizi & Yahya, 2005; Harwood & Murray, 2019). Epstein (1999) developed a framework of parental involvement and she proposed six categories of parental involvement: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making and (e) collaborating with the community. Interaction of parents with school and academic related activities remain helpful to understand child's physical, emotional, social and psychological development (Epstein, 1998). It set rules and regulations that support learning at home according to children's age level. Parent teacher communication plays effective role to understand the strength and weaknesses of children and it became a guideline for parents to help children more efficiently to solve their study and learning problems (Epstein, 1999). Findings of different studies (Desforges & Bouchaar, 2003, Clinton & Dixon 2007) indicated a positive

relationship of parental involvement and guidance to children at home in studies with academic achievement of children. Parental involvement in studies at home and at school motivate children to take decisions about their meaningful engagement in academic related activities such as study projects, future plans, and effective presentations at school (Epstein, 1998; O'Shean et al., 2017). Education of a child depends upon the efforts of a teacher and effective involvement of parents. If parents remain dormant about the academic related activities of their children, it results in low achievement, more study problems and development of inefficient learning skills of children which remain with them for a longer time. Every parent has desire that their children achieve better grades in school but they lack information about how to help their children in better ways that lead them to perform well in school education (Epstien, 1986; Baily, 2006). The parents who remain involved in their children academics must have good control over their emotional state as well. According to studies conducted on parental involvement that when parents take interest in their children studies, they become more socialized and possess good social skills (Collins, Moles & Thurston, 2013; Field, 2005). Finding of the study (Davis & Herington, 2017) indicated that children perception of their abilities affects their skills, self-regard and beliefs about their competence to achieve personal and academic goals. This positive self-concept develops as a result of parental guidance and involvement with children.

There are two main categories of schooling system; government schools and private schools. In Pakistan, people prefer private schools because private schools not only give more attention to the learning of children but also adopt innovative and effective method of teaching rather than the traditional ones (Awan, 2011). In addition, private schools prefer more parental involvement in children's education through parent-teacher meetings and different social activities. This pillar of parental involvement strengthens the parent- child and teacher triangular relationship (Jerrim & Parker,

1999; Katyn & Chmielewski, 2011). On the other hand, in government schools due to large number of students in a class may minimize their chance of getting proper attention, time and academic support from teachers as required (Michael & Kolnick, 2014). Government schools mostly do not adopt new policies and have less focus on positive change in the areas of teaching skills, class discipline, better student-teacher relationship and new innovative ways of transferring knowledge to young students. They also do not appreciate parental involvement in child's education and other disciplinary measures of students (Andrabi & Khwaja, 2002). Therefore, parents prefer private schools for their children education as compared to government schools.

SIGNIFICANCE OF THE STUDY

Although parents are the most influential figures in children's life but when it comes to schooling, parental role is being focused least as compare to role of teachers or of school or institution itself. Various studies (Epstein & Becker, 1998; Lopez, 1993) had indicated the direct relationship between academic success and parental involvement in educational activities of their children. It reduces students' study problems and failure in studies. No empirical research in Sindh has been conducted on the role of parental involvement and its relationship with the academics of the students. Therefore, this research was designed to explore this important aspect of education. School education serve as a foundation to develop learning skills and motivation for achievement in the children. It is the most important time period which nurtures potentials and skills of success in students, therefore it should be focused by parents beside teachers. Findings of this study will be helpful for the parents, teachers, students, educational institution heads and educational psychologists to understand the importance of parental involvement to overcome the learning problems of school children. Furthermore, findings will be helpful to design a strategic plan to suggest parents that how they can participate more

effectively and purposefully in the academic of their children along with teachers at schools.

RESEARCH OBJECTIVES

Following were the objectives of the present study:

1. To analyze the differences in maternal involvement at home and at school between mothers of private and government middle school children.
2. To assess the differences in the level of education between mothers of the private and government middle school children.

HYPOTHESES

Following hypotheses were formulated to meet the objectives of the study:

1. There would be significant differences in the maternal involvement in studies between mothers of government and private middle school children.
2. There would be significant differences in the maternal involvement at school between mothers of government and private middle school children.
3. There would be significant differences in the maternal involvement at home study between mothers of government and private middle school children.
4. There would be significant differences in the level of education between mothers of private and government middle school children.

RESEARCH METHODOLOGY

The present study was an empirical cross-sectional survey with comparative research design. It was a quantitative type of research.

Sample

The sample of the present study comprised of twelve hundred (n=1200) mothers of government (n=600) and private(n=600) middle school children. The sample was collected from private and government schools of Hyderabad city. The age range of the participants was 30 to 45 years. Data were collected from the mothers of 6th to 8th grade students through stratified random sampling technique. The government and private schools were taken as two strata in the study. The data of mothers were gathered with the help of school administration and children studying at school.

Instruments

Following two validated were used in the research:

1. Parental Involvements Scale (PIS)

It was developed by Steven B. Sheldon and Joyce L. Epstein in 2007. It consists of 25 items, and has two subscales: (a) Parental involvement at home; and (b) parental involvement at school. The response category is 5-point Likert-like scale. The scale was translated in Urdu through back translation technique. The alpha reliability of the scale came $r=0.77$, which indicates its reliable status. Parental involvement scale has two forms, mother referent and father referent to assess the involvement of both parents separately. Mother referent involvement scale was used in the present study.

2. Personal information questionnaire (PIQ)

In PIQ information was gathered about participants' age, education, economic status, and information about the class in which their children were studying.

Procedure

The purpose and significance of the study was explained to schools' administration and permission was taken for data collection from mothers of the students of 6th,7th, and 8th grades. After taking approval from concerned school authorities the mothers were approached in the school. The informed consent was taken from participants and they were informed about the purpose of study. The scales were given to them. They were encouraged to ask any question if they have.

Analysis of Results

The data was analyzed with the help of Mean, SD, and one-way analysis of variance (ANOVA) for hypotheses testing.

H1: There would be significant differences in the maternal involvement in studies between mothers of government and private school children.

Table 1: Descriptive statistics of the scores of mothers of government and private school children on maternal involvement scale.

Participants	N	M	SD
Private	600	49.04	7.45
Government	600	44.33	7.86
Total	1200	46.69	8.02

Table 2: Analysis of Variance of the participants scores on maternal involvement scale

	<i>df</i>	Mean square	F	Sig
Between Group	1	6986.579	11.864	.000
Within Group	1198	58.888		
Total	1199			

Table of ANOVA is indicating significant differences ($F=11.864$; $p < .001$) in the maternal involvement between mothers of public and

private middle school children. The mean value of the mothers of private school children is higher (*Mean* = 49.04) than the mean value of the mothers of government school children (*Mean* = 44.33) on maternal involvement scale suggesting more involvement of mothers of private school children in the studies of their children. Thus hypothesis 1 is accepted.

H2: There would be significant differences in the maternal involvement at school between mothers of public and private school children.

Table 3: Descriptive statistics of the scores of mothers on involvement at school subscale of maternal involvement scale

	N	M	SD
Private	600	24.25	4.13
Government	600	23.19	4.21
Total	1200	37.72	4.205

Table 4: Analysis of variance (ANOVA) of the scores of participants on the involvement at school subscale of maternal involvement scale

ANOVA	df	Mean square	F	Sig.
Between Group	1	357.334	20.513	.000
Within Group	1198	17.420		
Total	1199			

Table of ANOVA is indicating significant differences ($F = 20.513$; $p < .001$) in the maternal involvement at school between mothers of government and private middle school children. The mean value of private school children mothers is greater (*Mean* = 24.25) than the government school children mothers, indicating that private school children mothers are more involved in school than the mothers of government school children (*Mean* = 23.19). Thus, hypothesis 2 is confirmed.

H3: There would be significant differences in the maternal involvement at home study between mothers of public and private school children.

Table 5: Descriptive statistics of the scores of maternal involvements at home study subscale of maternal involvement scale

Participants	N	M	SD
Private	600	24.79	4.21
Government	600	23.92	4.65
Total	1200	23.35	4.45

Table 6: Analysis of Variance (ANOVA) of the scores of participants on involvement at home study subscale of maternal involvement scale.

ANOVA	df	Mean square	F	Sig
Between Group	1	236.600	12.005	.000
Within Group	1198	19.708		
Total	1199			

Table of ANOVA is indicating significant differences ($F = 12.005$; $p < .001$) in the involvement at home study between mothers of government and private middle school children. The mean value of the mothers of private schools is higher on involvement at home study ($Mean = 24.79$) than mothers of government school children. It indicates that private school children mothers are more involved with their children at home study as compared to mothers of government school children ($Mean = 23.92$). Thus, hypothesis 3 is accepted.

H4: There would be significant differences in the level of education between mothers of public and private middle school children.

Table 7: Descriptive statistics of educational level of mothers of private and government school children

Participants	N	M	SD
Private	600	5.98	1.73
Government	600	4.94	2.04
Total	1200	5.46	1.96

Table 8: Analysis of Variance of educational level of participants

ANOVA	dF	Mean square	F	Sig
Between Group	1	342.579	95.368	.000
Within Group	1198	3.592		
Total	1199			

Table of ANOVA is indicating significant differences ($F = 95.368$; $p < .001$) in the educational level of the mothers of public and private school children. Thus hypothesis 4 is accepted.

DISCUSSION

Involvement of parents in the education of children since early education levels in schools has significant influence on the learning potentials and academic success of children. According to the findings, mothers of the private school children are more involved in the studies of their children as compared to mothers of government school children. This finding is consistent with the previous studies (Weissberg & Kaspro, 2017). Finding of the study also indicated that mothers of private school children are more involved with the studies of children at home as well as at school as compared to the mothers of government school children. These findings are also similar with the results of previous studies (Trama

& Verma, 2008). Mothers of government school children gave less importance to home based academic learning as compared to mothers of private school children, these results are also in line with previous studies conducted in same area (Jake & Anders, 2004). For students beside study at school, study at home is important and necessary for strengthening the proper learning skills and to grasp the basic concepts. Parental guidance at home in studies helps children in the mastery of different academic skills like reading, comprehension and writing. In the early years of life children are more associated with their mothers, thus attention of mothers on the academics at school and at home help them to understand and solve their learning problems with the guidance of mothers and teachers.

Effective involvement of parents in the studies of children increases the interest of children in their studies as well as they learn the importance of education in their lives. Parents must set a timetable or schedule for study at home for children on daily basis. At home parents, keep check that where children need their help, what are their shortcomings and weaknesses in learning of different subjects and should try to provide them required educational facilities. The involvement of parents help the children to understand the importance of education and they learn to talk about their problem areas in different subjects. On the other hand, parents also come to know about the weak areas where guidance is required and they can share it with teachers to get and give proper guidance at school in studies.

An educated parent and especially mothers are more able to provide proper educational guidance, educational environment at home and more educational resources than less educated mothers. Dornbusch and Fraleigh (1997) proposed that parental education level affects their style of parenting and communication with children which in turn affects children's academic success. Results of the present study has indicated that mothers of private school children are more educated as compared to mothers of government school children,

may it influence the academic performance of private school in studies. Parental education has a strong relationship with students' academic achievement (Gebrekirstos, 2015). Mostly parents believe that parental involvement means to get admission of child in certain school, providing books, bag, uniform and other study related material and to pick and drop child at school but it is only one dimension of involvement. Parental involvement is a comprehensive concept including awareness of parents with the learning of their children at schools and at home too. It requires constant and consistent parental check and guidance in the studies of children and to give time to children personally to understand their weak areas and to work on those issues effectively. Education is not only the responsibility of teachers and schools but active involvement of parents in their children's learning process and in effective use of their potentials make them successful individuals.

CONCLUSION

Involvement of parents especially mothers contribution in early education levels in schools has significant influence on overall personality development of the children. When mothers love their children they are automatically playing the role of being at the heart of their children's education. But parenting is much beyond these tasks. It involves promoting a child's well-being, by supporting his/her physical, intellectual, emotional and social development.

Suggestions and Implications

In the light of the findings of study it is suggested that:

1. Parents of government school children should visit schools to discuss about the performance of their children in academics.
2. Parents especially mothers must remain involve with the education of their children through frequent visits to school

and having discussions with the teachers about the progress and class performance of their children.

3. After school, time of study at home is important and beneficial for both, parents as well as for students to gain insight about the main problem areas and to work for improvement as per requirement. Parents of government school children should pay more focus on children during study at home too.
4. Awareness about the effects of parental involvement on the study and learning of children must be spread through arranging seminars and workshops because it is the need of time.

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