

The parent involvement in their children activities

■ PRABHA SHASHI AND SUNITA MISHRA

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See end of the paper for
authors' affiliations

Correspondence to :

PRABHA SHASHI

Department of Human
Development and Family
Studies, Babasaheb Bhimrao

Ambedkar University,
LUCKNOW (U.P.) INDIA

Email: anu.shashi0.12@gmail.
com

■ **ABSTRACT** : Parent have much to learn about how perceptions of activities and involvement can shape parent involvement level. Parents' wants betterment for children but differences in perception can lead to a lack of understanding school activities and home activities implementation of effective parental involment. The study was conducted in Lucknow city by selecting the total 60 parents the data was coded, tabulated and analyzed using percentage, chi-square, to find differences parent's involvement in their children's activities. From the findings of the study it can be concluded that the non-significant difference was found among parent involvement in area of children activity.

■ **KEY WORDS** : Parent's involvement, Children activity

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Parent have much to learn about how perceptions of activities and involvement can shape parent involvement level. Parents' wants betterment for children but differences in perception can lead to a lack of understanding school activities and home activities implementation of effective parental involment. Parental involvement is also important to understand and what factors might affect their perception to account for their issues and overcome them. The factors such as family cohesion and parental perceptions of environments were relatively unresponsive, and supportive relationships for the child indirectly influenced child participation.

Parental involvement can be defined as any interaction between a parent with the child or school which enhances a child's development (Reynolds, 1996). Abe Feuerstein (2000) defined parent involvement as activity encompassing a wide range of behaviours ranging from discussing school with children to attending parent-teacher conferences. For researchers, teachers, and parents, competing idea of what parent involvement truly is brought confusion, so in order to come to a consensus opinion it is important to compare and contrast differing of involvement. Parental involvement is the most commonly appearing-word will be "parents". Before introducing parental participation strategies, it is necessary to define the meaning of "parents" mentions, "when we use

term "parents" involvement, we need to remember that 'parent' can also mean other adults who play an important role in a child's life. Lunts (2003) includes parents, guardians, stepparents, siblings, members of extended family, and any other adults who might carry the primary responsibilities for a child's health, development and education in to the meaning of "parents". In spite of this fact, many teachers still show their concerns about the lack of parental involvement at schools and its negative effects on children' academic performances on grades, parents are also dissatisfied that they are not well informed about their children behaviours or test grades conducted in the classroom and admit that they are not actively involved in these school activities and it effects on their own children' performance. Parents are prime educators until the child attends nursery or starts school and remain a major on their children's learning through school and beyond. The school and the parent all have to play a crucial and the impact is greater if parents and schools work in partnership. Parental involvement may occur at different levels, ranging from simplistic task such as motivating children being positive about school, or assisting children with their homework to more complicated and skill demanding task such as assisting educators or official management of schools, which demand higher skill levels (Khan, 1996). Parents are prime educators until the child attends nursery or starts school

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There are other attempts at defining parental involvement in school traditional definitions are limited to school-related activities, and sociologist have made the distinction between home-based activities (e.g. helping children with house work, discussing their children's experiences at school) and school-based activities (e.g., communication with the school and participation in school-based activities) (Sui-chu and Willma, 1996; Deslandes and Bertrand, 2004; Walker *et al.*, 2005; Green *et al.*, 2007).

■ RESEARCH METHODS

The present study was conducted in July 2011 to May 2012 on 60 parents from Lucknow City. The study was carried out in Gomti nagar from Lucknow city The type of study was purposive with the aim to know the parent's involvement in their children activities. The main tool used in the study was parent involvement scale by Dr.(Mrs.)Rita Chopra and Dr.Surabala Sahoo. which consisted of general and specific information. The information collected was tabulated and interpretation was made by appropriate statistical analysis.

■ RESEARCH FINDINGS AND DISCUSSION

Table 1 shows the categorization of parents' involvement on the dimension of school involvement. The father respondents who were highly involved in their children's activity was 86.66 percentage and its scoring range was 25

and above, where as the percentage of mother respondents was 75 per cent who were highly involved in their children activity at same scoring range. In case of average parent's involvement, the scoring range was 16-24, the percentage of father respondents and the mother respondent was 13.33 per cent and 11 per cent, respectively and the percentage of the total respondents was 25 per cent. On the other hand, in case of low parent's involvement in their children activity at the scoring range below 15, the percentage of father respondents, mother respondents and total respondents was nil.

Table 2 is based on the categorization of parent's involvement on the dimension of home involvement. In case of high parent's involvement at score range above 35, the percentage of father respondents was 23.33 whereas the percentage of mother respondents was 50 and total percentage of the respondents was 36. On the other hand, in case of average parent involvement at score range 23-34, the percentage of father respondents was 70 while the percentage of the mother respondents was 43.33 and the total percentage of the respondents was 56.66. In case of low parent involvement at score range below 22, the percentage of father respondents was 6.66 while the percentage of mother respondents and total percentage of the respondents was also same that is 6.66. The total percentage of father respondent and mother respondents was same *i.e.* 50 and total percentage of respondents was 100.

According to Table 3, the data based on categorization of parents involvement scale on the dimension of involvement scale on the dimension of involvement through Parent Teacher Association. In case of high parents' involvement at score range above -26, the percentage of father respondents was 33.33 while the percentage of mother respondents was 16.66 and the percentage of total respondent was 25. On the other hand, in case of average parent's involvement at score range 15-25, the percentage of father respondents was 63.33 whereas the percentage of mother respondents was 70 and the total

Table 1 : 2 categorization of parents involvement on the dimension of school involvement in their children's activity

Category	Range of score	Father F (%)	Mother F (%)	Total F (%)
High parents involvement	25 and above	26 (86.66)	19 (63.33)	45 (75)
Average parent involvement	16-24	4 (13.33)	11 (36.66)	15 (25)
Low parent involvement	15 and below	0 (0)	0 (0)	0 (0)
Total		30 (50)	30 (50)	60 (100)

$\chi^2=4.354NS$

($P>0.05$)

NS= Non-significant

Table 2 : 2 Categorization of parent involvement on the dimension of home involvement in their children activity

Category	Range of score	Father F %	Mother F %	Total F %
High parent involvement	35 and above	7 (41.6)	18 (30)	25 (41.6)
Average parent involvement	23-34	15 (25)	11 (18.36)	26 (43)
Low parent involvement	22 and below	8 (13)	1 (1.6)	9 (15)
Total		30 (50)	30 (50)	60 (100)

$\chi^2=0.950 NS$

($P>0.05$)

NS=Non-significant

Table 3 : 2 categorization of parent's involvement on the dimension of involvement through Parent Teacher Association in their children activity

Category	Range of score	Father F %	Mother F %	Total F %
High parents involvement	26 and above	10 (33.33)	5 (16.16)	15 (25)
Average parent involvement	15-25	19 (63.33)	21 (70)	40 (66.66)
Low parent	14 and below	1 (3.33)	4 (13.33)	5 (8.33)
Total		30 (50)	30 (50)	60 (100)

2 =3.66 NS

(P>0.05)

NS=Non-significant

Table 4 : 2 Categorization of parents involvement in children activity

Category	Range of score	Father F %	Mother F %	Total F %
High parents involvement	81 and above	22 (73.33)	14 (46.66)	36 (60)
Average parent involvement	49-80	8 (26.66)	16 (53.33)	24 (40)
Low parent Involvement	48 and below	0 (0)	0 (0)	0 (0)
Total		30 (50)	30 (50)	60 (100)

2=4.42NS

P>0.05)

NS= Non-significant

respondents was 66.66 per cent. In case of low parents involvement at score range below 14, the percentage of father respondents was 3.33, while the percentage of mother respondent was 13.33 and the total respondents was 8.33 per cent. The total father respondents and mother respondents was same that is 50 per cent whereas the total respondents was 100 per cent. The value of chi-square at Po0.05 was 3.60 which was non significant.

Table 4 based on categorization of parents involvements scale. In case of high parent involvements at score range above 81, the father respondents was 73.33 per cent while the mother respondents was 46.66 per cent and the total respondents was 60 percent. On the other hand, in case of average parents involvement at score range 49-80, the father respondents was 26.66 per cent where as mother respondents was 53.33 per cent and the total respondents was 40 per cent. In case of low parent involvement at score range 48 and below, the father respondents, mother respondents and total respondents was 0 per cent per cent. The percentage of total father and mother respondents was same *i.e.* 50 per cent and the per cent of total respondents was 100 per cent. The value of chi-square at Po0.05 was 4.42 which were non-significant. There is no significant different between the perception of children's gender.

Conclusion:

There was non- significant difference between Parent involvements on the dimension of school involvement in their children activity. There was non- significant difference between Parent involvements on the dimension of Home involvement in their children activity. There was non-significant difference between Parent involvements on the

dimension involvement of Parent Teacher Association in their children activity. There was non-significant difference between Parent involvements in children activity. It is concluded from the study that non-significant difference was found among parent involvement in area of children activity.

Authors' affiliations:

SUNITA MISHRA, Department of Human Development and Family Studies, Babasaheb Bhimrao Ambedkar University, LUCKNOW (U.P.) INDIA

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