

Active Parental Involvement Relationship With Socioeconomic Status and Impact on Students` Academic Performance

Lubna Qasem

Student of Graduate Studies In Yarmouk University
Teacher In The Ministry Of Education

Abstract. This study was designed to provide a better understanding of parental involvement impact on students' academic performance, and whether or not it is linked to the families socioeconomic status. And in effort to provide a more profound understanding of parental involvement, it has been divided into two separate constructs (active involvement, and home parenting). In this quantitative study data was collected through a questionnaire and analyzed using IBM SPSS. The findings of the study support the link between the socioeconomic status and active involvement but not home parenting. The study also further proves the impact of active involvement on academic performance, but presents an opportunity to control that impact through good home parental practices.

Keywords: Socioeconomic status (SES), parental involvement, active parental involvement, home parenting, academic performance.

Correspondence. lubna_qassem@yahoo.com

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A. INTRODUCTION

There are many factors that affect students' academic achievement that are not bound by school premises. The primary responsibility of any educator is to educate students effectively. And to be able to do that it is important for them to understand the factors that influence their students ability to learn and promote their academic achievement For that would be the only way a teacher can plan their class room activities and develop instructional strategies that will allow all students equal opportunities to reach their fullest potentials(Farooq et al., 2011).

The Socioeconomic factor may be the most studied variable in educational research. Bornstein and Bradley (2003), Duncan & Brooks-Gunn (1997), Coleman (1988) McLoyd (1998), Farooq et al., (2011) and Ghaemi &

Yazdanpanah (2014) all have studied the impact of socioeconomic status on academic achievement. The term Socioeconomic status is usually used to refer the social class of an individual or group of people according to the American psychological association (APA), it also to the position of a family of an individual in the society their access to wealth, power and prestige (Mueller & Parcel, 1981). and a combination of income, educational level and occupation are used to measure the social status (Ghaemi & Yazdanpanah, 2014). Socioeconomic status had a permanent effect on students school performance, students with higher social statuses performed better than students with lower social statuses, but it was noted that within the socioeconomic factor, the family income had a more

profound impact on students' academic achievement(Farooq et al., 2011).

The impact of family income on a child is evident, children with low family income tend to score lower on cognitive skill tests, have behavioral problems, drop out of school and become poor adults themselves compared to children with higher family income(Mayer, 2010). Low Socioeconomic status limits a students' ability to access vital educational resources and increases stress levels at home (Eamon, 2005). Low Socioeconomic status and the economic hardships resulting from it cause disturbance in the household and an increase in family conflicts, it is even argued that the social economic status indicates the home quality for the student (Jeynes, 2002).

Parental involvement is another important predictor of students' academic performance. parental involvement is a concept used to express the degree to which parents are invested in their children's education (Larocque et al., 2011). There are many factors that influence parental involvement such as the socioeconomic status (SES) of the parents and their own academic experience, type of employment, and working hours. Involved parents provide them with materials necessary for learning, (Phillips (2009). Involved parents not only encourage their children to perform their school work but stress the quality of the work as well. Involved parents are closely monitoring their children's learning, making them aware of their strengths and weakness, they also share such information with school

in an effort to improve their children's academic performance (Reilly, 2008).

B. LITERATURE REVIEW

The impact of socioeconomic status (SES) on school performance is known in literature as socioeconomic gradient. The gap tend to widen gradually between students with high social status and students with lower social status. this gap tends to widen starting with early school problems for lower social statuses students continue to cause problems that usually lead to dropping out of school (Alexander & et al., 2001; Battin-Pearson et al., 2000; Cairns, Cairns, & Neckerman, 1989).

Socioeconomic status can be measured by three factor incorporated; parental income, parental education, and parental occupation (Gottfried, 1985; Hauser, 1994; Mueller & Parcel, 1981). A potential fourth measure is home resources, which was lately stressed as an integral indicator of SES (Duncan & Brooks-Gunn, 1997; Entwisle & Astone, 1994).

Parents Education

The connection between parents education and their children's attainment. is so permanent. we can predict the latter from the former (Klebanov & et al.). education level of parents affect their way of thinking and acting leading to direct influence on their children ability to learn (Luster, Rhoades, & Haas, 1989), moreover Bradley & Corwyn (2002) found that the mother education affect home environment and children Awareness and understanding and therefore have a greater influence on

their children's academic achievement, this influence is so strong that it exceeds the influence of family income (Smith et al., 1997). Parents' educational level has a permanent role in the home environment of the child, and therefore is expected to have more impact on students' academic achievement more than a temporary increase in family income (Lee & Croninger, 1994).

Family Income

The research on the impact of family income on students' academic achievement is not as extensive as that of prenatal education. Nevertheless, there is a causal relationship between family income and students' academic achievement. Studies indicate a big difference between student academic achievement of low income families and high income families, this gap is increasing more and more (Reardon, 2011). Low income families often face financial difficulties which prevent them from investing more in the education of their children (Becker & Tomes, 1986). Income inequalities translate into educational outcome inequalities which later affect the students' life chances (Blanden, Gregg, 2004). Meanwhile, Jiyono (1983) found that student's background and family encouragement are more important in student attainment than the economic situation of the family.

Parental Occupation

Research indicates that there is a relationship between parental occupation and student academic achievement. The children of professional workers

outperformed their peers while the children whose parents are employed in elementary occupations often underperformed. This relationship varies across countries (Biecek & Borgonov, 2012). Parents with higher occupational status usually have the resources to tend to their children's education and provide them with the economical, psychological and emotional support they need. Parents of different occupational status have different ways of reacting to their children, disciplining them and raising them in general (Rothestein, 2004).

As mentioned above, students' performance is closely linked to their families' social status. Farooq & et al., 2011, have found that it is indeed the most important indicator of students' performance. It was also found that parents' education does not predict students' academic performance.

The above three factors are referred to as the socioeconomic status (Islam & Khan, 2017; Gottfried, 1985; Hauser, 1994; Mueller & Parcel, 1981). And although these factors together (parents' education, occupation, and income) indicate a family social status, they are separate factors and each one of them measures a different aspect of a particular family's socioeconomic status (SES).

Parental Involvement

Parental involvement encompasses several aspects including at-home parenting and the insurance of a compatible secure environment at home, along with the installation of high aspirations and personal fulfillment in the form of good at-home parenting.

Partaking in school events and workshop has been proven to have a significant (Desforges & Abouchaar, 2003) and lasting effect on students attainment (Patrikakou, 2004). The more the parents are involved in their parents education the higher their children's interest in education and the higher their academic achievements (Domina, 2005; McNeal, 2001). Studies indicate that higher parental involvement is related to the Childs self-expectation of academic success and the importance of schooling (Ibañez & et al., 2004). Such involvement may be indicated by the weight the parents assign to getting the homework done (Dohner-Chávez, 2006).

Epstein (1995) have theorized that there are 6 types of parental involvement; parenting; communication; volunteering; learning at home; decision making; and collaborating with community which was validated in several studies (Rafiq, et al, 2013; Hara & Burke, 1998). when it comes to parental involvement most research distinguish between home-based parental involvement and school-based parental involvement (Alghazo & Alghazo, 2015). Either way it is important to recognize that the education process begins at home with a learning appropriate environment, support, and a positive attitude towards school (Greenwood, G. E., & Hickman, 1991).

Literature stresses the link between SES and parental involvement. Families with higher income levels, socially seen as better employment positions, and higher educational levels are found to be more closely involved in their children's education (Vellymalay, 2012), without

any reference as to what type of involvement it is.

C. METHOD

Hypotheses:

For the purpose of this study we will divide parental involvement in to two categories. The first will be called call active involvement (Desforges & Abouchaar, 2003) which is mainly concerned with providing the necessary resources for education. And what is called in literature as home parenting, this type of involvement is mostly concerned with encouraging and motivating the students, and does not include any financial burdens that may render the parents ability to get involved in such an active way a function of their socioeconomic status. And to help distinguish the two categories, we will look in to the link between each of them and the families SES, as we hypothesis the following:

H1: socio-economic status and active parental involvement are significantly correlated.

H2: socioeconomic status and home parental involvement do not significantly correlate.

As we believe that the active involvement construct is tightly linked to Families SES, we also believe that just like SES it has a profound impact on students' academic performance. But even though it does we also believe that its influence might be controlled through another type of involvement (home parenting), which is a type of involvement that is not linked to families

SES, and therefore we hypothesis the following:

H3: the performance of students who come from actively involved families significantly differs from students who come from less involved families.

H4: if we control the influence of home parenting, the difference between the academic performance of students from actively involved families and those who come from less involved families would no longer be significant.

Instruments for the Study and Data Gathering

The instrument is a questioner of a total 21 questions 19 of which were 4 scale, that where coded as follows strongly agreed(4), Agree = 3, Disagree =2, Strongly Disagree =1. And two yes, no questions that are coded as follows yes=2, no=1. Divided into 4 sections designed to measure performance, socioeconomic status, active parental involvement, and home parenting.

The questioner was administered in three different schools, for students from the 7th grade though the 11th grade. In Jordanian public schools. 245 questioners where distributed through contact people in the three schools and 243 where retrieved, and after visual inspection 337 surveys where found viable.

Hypothesis Testing and Data Analysis

Data was analyzed using IBM SPSS, after constructing the variables of the study (academic performance, SES,

active involvement, and home parenting), cases 137, 206, 18, and 159 with the standardized residuals of 3.7, 3.0, 3.6, and 3.3 respectively where identified as outliers and therefore omitted from further analysis.

To test H1 and H2 a simple correlation test was performed with P value of .05 (see A, tables 1). The results of the correlation matrix indicate the significant correlation between parental active involvement and the families socioeconomic status with a Pearson correlation of 0.82, indicating the strong correlation between the two variables and supporting H1. However it was found that there is no significant correlation between home parenting and the family socioeconomic status with $P=0.02$, and a Pearson correlation of 0.19 in support of H2.

The parents' active involvement and home parenting where converted to categorical variables to allow conducting the ANOVA and the ANCOVA statistical tests. The variables where converted from normal to three level categorical values (1,2, and 3) corresponding to (low, average, and high) respectively.

The dependent variable (academic performance) was tested for normality of residual and with its skewness and kurtosis of (0.159, 0.318) both less than 1 normality of residual was establishing. The homoscedasticity test was conducted to ensure the homogeneity of variance, and since the levene's test of homogeneity was found insignificant (see appendix A, table 2), it can be concluded that the homogeneity condition was not violated.

After verifying the assumptions, the one way ANOVA test was conducted. it was found significant at all three levels, table 3 in appendix A shows the difference in means. the academic performance of students varies significantly across different levels of parental active involvement, in support of H3.

After establishing the homogeneity of variance and homogeneity of regression (see appendix A, table 4 &5). The ANCOVA

for testing H4 can be conducted. As it can be seen clearly in table 1 below, the variance of students' academic performance no longer varied significantly across the different groups of parental active involvement when the home parenting variable was held under control. Table 6 in appendix A shows the drop in the differences in means and the lack of significance across the three categories of active involvement, supporting the H4 hypothesis.

Table 2. Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	29.752 ^a	3	9.917	8.657	.000	.102
Intercept	2.222	1	2.222	1.940	.165	.008
Home parenting (cat)	9.157	1	9.157	7.993	.005	.034
Active involvement (cat)	.390	2	.195	.170	.844	.001
Error	262.347	229	1.146			
Total	2548.000	233				
Corrected Total	292.099	232				

a. R Squared = .102 (Adjusted R Squared = .090)

D. FINDINGS AND DISCUSSION

One of the major findings of this study is distinguishing two separate types of parental involvement. The first type as mentioned above is active involvement which is a construct that is designed to measure the family's ability to provide the resources necessary to facilitate the learning process for the child, or get involved in an active way at school such as attending PTA meetings (Baker & Stevenson, 1986; Desimone, 1999; Hoover-Dempsey & et al., 2001) which is not feasible for parents working minimum wage non-knowledge jobs, for a variety of reasons such as inconvenient meeting times, lack of child care, or parents inability to take time off from work (Kao & Turney, 2010), issues that can be easily linked to low SES.

On the other hand there is home parenting (the second type of parental involvement). This type of involvement is independent from the family's SES. Families regardless of their SES are equally capable of encouraging and motivating their children to study and work hard at school. However the independence between these two constructs is somewhat new as most research links home parenting and the ability to the motivate children to SES (Sewell & Shah, 1968; Elia, 2015; Pagliarulo, 2004). We believe that the difference in the findings might be contributed to the difference in samples. the subjects of most of the studies supporting the link between home parenting and SES are high school and undergrad students while the subjects of this study are middle to high school students.

This difference makes the foreignness of the undergrad experience to most low SES parents and therefore their inability to motivate their children to go through them a viable argument. While 80% of the subjects of this study are receiving their mandatory education (education in Jordan is mandatory up to the 10th grade).

In line with previous studies, it was also found that students who come from actively involved families perform better than those who come from less involved families. But that influence which is a function of the families SES and therefore cannot be easily controlled can be mitigated if the family regardless of its SES is capable of motivating and encouraging the child, and by practicing good home parenting where academic achievement is linked to success, and the need to follow school rules is stressed, families can limit the impact of active involvement which might not be feasible to low SES families and ensure that their children can perform in a way that is equivalent to children who come from high SES families.

This study contributes to the existing body of literature by making the distinction between home parenting and active involvement as sub-constructs of parental involvement. through the decomposition of parental involvement it was illustrated that not all aspects of parental involvement are function to the SES, as it is widely accepted.

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