

Parental Involvement in Children Academic Motivation

Dr. Safdar Rehman Ghazi (Corresponding author)

Institute of Education & Research

University of Science & Technology, Bannu, (NWFP) Pakistan

Tel: 92-0928-621101 E-mail: drsrghazi@yahoo.com

Dr. Riasat Ali

Institute of Education & Research

University of Science & Technology, Bannu, (NWFP) Pakistan

Tel: 92-0928-621101 E-mail: drriasatali@yahoo.com

Dr. Saqib Shahzad

Institute of Education & Research

University of Science & Technology, Bannu, (NWFP) Pakistan

Tel: 92-0928-621101 E-mail: drsaqib577@yahoo.com

Dr. Muhammad Saeed Khan

Institute of Education & Research

Hazara University Mansehra, Haripur Campus, Haripur, (NWFP) Pakistan

Tel: 92-0300-8303638 E-mail: saeedagha@yahoo.com

Dr. Hukamdad

Department of Education

National University of Modern Languages Islamabad, Pakistan

Tel: 92-0346-9186014 E-mail: drhukamdad@gmail.com

Abstract

This study examined parental involvement in their children academic motivation with the objectives; to investigate the morally and financially involvement of the parents in their children academic motivation in rural areas at primary level. It was concluded that most of the parents are not well aware of their role for their children education. In addition their attitude is of irresponsible type, they do not take interest in their children education even they do not help children in their homework or making arrangements for their tuition and as well as children participation is not encouraged in co-curricular activities. Instead of positive reinforcements negative reinforcements are used to motivate children towards education. It is recommended that proper tuition should be arranged for children and they should also be helped in their homework and as well as they should also be encouraged for participation in co-curricular activities in the school. Positive reinforcement sources like gifts, prizes, curse of their favorite/desirable places, should be used to improve children performance. They should also be assisted in their daily life needs.

Keywords: Motivation, Academic motivation, Education motivation, Parental involvement, Parental role, Children motivation, Student motivation

1. Introduction

The term motivation is derived from the Latin word mover, meaning "to move". Motivation can be broadly defined as the forces acting on or within a person that cause the arousal, direction, and persistence of goal-directed, voluntary effort.

Wlodkowski and Jaynes (1990) explain that in the broadest sense, motivation is "a value and a desire for learning". According to Mangal (2008), Motivation may be regarded as something, which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. But what exactly is responsible for the motivation of an individual? What are the real activating forces that push and pull an individual to move for achieving a specific goal? Psychologists have tried to provide the answer by identifying these activating forces as needs, drives and motives.

According to Steers (1996) in the early twentieth century researchers began to examine other possible explanations for differences in individual motivation. Some researchers focused on internal drives as an explanation for motivated behavior. Others studied the effect of learning and how individuals base current behavior on the consequences of past behavior. Still others examined the influence of individuals' cognitive processes, such as the beliefs they have about future events. Over time, these major theoretical streams of research in motivation were classified into two major schools: the content theories of motivation and the process theories of motivation.

Content (or need) theories of motivation focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. The content theories of motivation are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives. Major content theories of motivation are Maslow's (1954) hierarchy of needs, Alderfer (1972) ERG theory, Herzberg (1959) motivator-hygiene theory, and McClelland (1962) learned needs or three-need theory.

Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes. The major process theories of motivation are Vroom (1960) expectancy theory, Adam (1963) equity theory, and Skinner (1974) reinforcement theory.

Parents always want the best of their children and always want their children to live a better life than they did. Parents provide as many resources as they can, but this can also be negative to the child's education. Parents typically do not become involved with their children unless difficulty arises, which then can lead to frustration from the parents (Pomerantz, 2005).

Wlodkowski and Jaynes (1990) also consider factors influencing motivation outside the school environment. They present four major influences on an individual's motivation to learn: culture, school, the child as an individual, and family.

Garrett (1995) asserts in a speech at the Oklahoma Administrator's Conference that "the smallest school in America is the family", which illustrates the significant role that family has in education and motivation of students.

Pape (1999) states that "research also indicates that parents who are involved in their child's academic life have a profound effect on the child's ability to learn and help instill in them an appreciation for learning that can last a lifetime. Fager and Brewster (1999) discuss the benefits associated with parental involvement as involving improved academic performance, improved school behavior, greater academic motivation, and lower dropout rates. Wlodkowski and Jaynes (1990) list the following as benefits of a positive relationship between teachers and parents: the establishment of mutual trust; the expressed shared goal of the best interest of the child; the creation of a vehicle for open communication; and the clarification of an attitude of collaboration and problem solving rather than blaming. Unfortunately, parents and educators are often seen holding one another at arm's length, uncertain of the role each should play.

What can be done to increase parent involvement? Pape (1999) provides four strategies for teachers in working toward this goal. These include meeting parents on their own turf, making schools parent-friendly, covering all languages, and involving parents in the school's decision making process. Home visits are explained as a great

way to build parent trust. Schools can take steps to create a welcoming environment for parents, through friendly staff.

Therefore in the recent trend, it has become essential to understand what is meant by the parental involvement and in what ways it has influence on children education. A comprehensive view of involvement is presented by Epstein's model. Epstein (1997) discussed how children learn and grow through three overlapping spheres of influence. Family, school and community, these three spheres must form partnerships to best meet the needs of the child. He defined six type of involvement based on the relationships between the family, school and community. Parenting (skills), communicating, volunteering, learning at home, decision making and collaborating with the community. Epstein stressed that all of these six types of involvement need to be included to have successful partnerships.

Children often remain with parents in their home, so it is the responsibility of the parents to fulfill the basic needs/educational needs of their children. Moreover parents are always in the favor of controlled life of their children. They also produce such atmosphere at home which does not affect the growth and Education of their children. Therefore, parents always engage themselves to motivate their children for their better success through;

- Discuss their children about the benefits of education.
- Discuss their children about their family background.
- Discuss their children about the lower income community go abroad for earning.
- Parents always engage themselves in giving such other examples to their children about school related topics.

A parent can offer many of these beneficial, extrinsic, and motivational factors, but one important part is the context and manner in which the motivation is given /received. Mainly, an underlying self-efficacy must always be present because if a child believes she can do well, then she wills (Pint Rich, 2004).

If a student believes that a goal is unattainable, then there is really no need to attempt to achieve that goal. Extrinsic motivation causes students to perceive more goals as unattainable, whereas and intrinsically motivated student will see very few goals as unattainable because that student believes that anything is possible with effort. This is where parental involvement becomes crucial. Encouragement rather than reward will cue a child in to intrinsic motivation. Furthermore, encouragement can be a form of reward because it displays one of the most basic forms of reward: attention. Children, of course, need more than pats on the back and positive sayings to encourage them and many other forms of encouragement exist. "Curiosity killed the cat" is a cliché? That could not be farther from the truth because curiosity is one of the strongest motivators with regards to the constant need for satisfaction. This need will intrinsically motivate children to discover and understand new concepts that otherwise would remain foreign territory. The most difficult aspect of helping a child is having the patience to allow discovery. Telling a child the answer helps them complete the assignment, but severely decreases their understanding (Sansone, 1989).

Woolfolk (2001) describes intrinsic motivation as involving internal, personal factors such as needs, interests, curiosity, and enjoyment. A student who is intrinsically motivated undertakes an activity "for it's own sake", because the activity itself is rewarding. In contrast is extrinsic motivation, in which the student engages in an activity in order to obtain a reward, or to avoid a punishment. This student is not really interested in the activity for its own sake, but rather for what it will gain them.

In teaching, both intrinsic and extrinsic motivation is important. Intrinsic motivation increases the effectiveness of learning, and is therefore more desired (Fulk, 1994).

Lumsden (1994) notes that when students are intrinsically motivated, they tend to use strategies that require more effort and involve processing of information on a deeper level. Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging. In contrast, students who are extrinsically motivated tend to put forth a minimum of energy in less difficult tasks. Realistically, not every educational activity will be intrinsically motivating. When students exhibit minimal motivation, extrinsic motivation can be utilized to foster the development of intrinsic motivation. Teachers can enhance intrinsic motivation by using strategies such as praise and goal setting (Fulk, 1994).

2. Significance of the Study

- To bring awareness in the community about the role of parental involvement in their children motivation towards education.
- To increase the interest of the students through parents involvement in their education.

- To increase the low enrollment and control the dropout rate at primary level through parental involvement.
- To enhance the teacher and parents relationships for better academic performance of the students.

3. Objectives

- To investigate the morally involvement of the parents in their children academic motivation at primary level.
- To know about the ways parents financially support their children to motivate them for their better academic achievements.
- To give recommendations for the improvement of the situation.

4. Population and Sample

Population of the study comprised of all students studying in government primary schools in rural areas of NWFP and their parents.

A multistage random sampling technique was used for the collection of data. A sample of 50 schools from the population under study using cluster random sampling technique was selected. Researcher in collaboration with class in-charges took a sample of 5 students from each school and their parents using simple random sampling technique.

5. Instrumentation

Two separate structured interview sheets for parents and their children were developed. Both interview sheets were translated into Urdu and during interview the questions were also asked in Pashto where needed.

6. Analysis and Interpretation of Data

Collected data through both interview sheets were arranged separately for two main parameters (Moral and Financial) in tabular form. A Chi-square test of Homogeneity was used to see whether the two groups have the same opinion for respective statement. Moreover Pearson's Chi-square test was used to test the opinion of the respondents for respective statement.

The perception of the parents and their children was analyzed by using Brand & Snedcor and Pearson's chi-square to test the opinion of the respondents in respect of each statement.

A simpler method proposed by Brand and Snedcor is used to calculate the value of χ^2 to see whether the two groups (samples) are Homogenous in respect of each statement.

The test statistic is: $\chi^2_{(H)} = N^2 [\sum a_i^2 / c_i - A/N] \sim \chi^2 \alpha (n - 1)$

With $\alpha = .05$

$$C.R = \chi^2 \geq \chi^2 .05 (4) = 9.48$$

Another test is used to test that there is no significant variation in respect of the Statement between parents and their children. For this purpose Pearson's χ^2 test is used to calculate the value of χ^2

The test statistic is: $\chi^2_{(P)} = \sum (O_i - E_i)^2 / E_i \sim \chi^2 \alpha (k - 1)$ where $k = 5$

With $\alpha = .05$

$$C.R = \chi^2_{cal} \geq \chi^2 .05 (4) = 9.48$$

7. Conclusions

On the basis of analysis of data the following conclusions were drawn:

1. Parents frequently discuss importance of education and educational affairs with their children at home which cause academic motivation.
2. Children get motivation through praise and appreciation on better performance by their parents.
3. Parents try to avoid children from social evils and from family financial ups and downs so that they may not be confused with these issues.
4. Balanced diet and proper health care of children is insured by the parents which was a positive aspect for children academic motivation.
5. Children are not helped and encouraged in their homework and in co-curricular activities.

6. Gifts, cash prizes or even a curse of favorite and desirable places on better academic achievement to the children is not given by the parents while they are physically punished to show better academic achievement.
7. Parents do not properly assist children in educational and daily life needs; especially proper tuition is not arranged for them if they needed.
8. Children are not avoided from family/social enmity.

8. Recommendations

On the basis of research conclusions the following recommendations are suggested for sympathetic consideration.

1. Proper tuition should be arranged for children and they should also be helped in their homework by their parents/family members for their better academic performance and as well as they should also be encouraged for participation in co-curricular activities in the school.
2. Instead of physical punishment, positive reinforcement sources like gifts, prizes and the curse to take them to desirable/favorite places (relatives, friends, historical, parks etc.) should be practiced to motivate children towards their education.
3. Children should be assisted in daily life needs (textbooks, exercise books, pens, pencils, satchels etc.) by their parents. Government may also provide educational and instructional materials to the poor children to decrease the pressure of educational expenses on poor families.
4. Parents should be avoided to involve their children in their family/social enmity.
5. Steps should be taken to bring awareness in the community about the importance of parents' involvement in their children education.
6. This study may be replicated on other samples and areas so that more valid and authentic results may be obtained.

References

- Adams, J. S. (1963). Toward an Understanding of Equity. *Journal of Abnormal and Social Psychology*, November, 422-436.
- Alderfer, C. (1972). *Existence Relatedness and Growth*. New York: Free Press.
- Epstein, J. L. et al. (1997). *School, Family, and Community Partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.
- Fager, J., Brewster, C. (1999). Parent Partners: Using Parents to Enhance Education. Northwest Regional Educational Laboratory. [Online] Available: <http://www.nwrel.org/request/march99/index.html> (March 12, 2002).
- Fulk, B., Montgomery-Grymes, D. J. (1994). Strategies to Improve Student Motivation. *Intervention in School and Clinic*, 30(1), 28-33.
- Garrett, S. (1995). America's Smallest Schools: Families. *Vital Speeches of the Day*, October, 61(24), 742-749.
- Herzberg, M. S. (1959). *Motivation to Work*. New York: McGraw-Hill.
- Lumsden, L. (1994). Student Motivation to Learn. *Emergency Librarian*, 22(2), 31-32.
- Mangal S. K. (2008). *Advanced Educational Psychology*, 2nd Ed. Prentice Hall of India Private Limited New Delhi-110 001, 138.
- Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper & Row.
- McClelland, D. C. (1962). Business Drive and National Achievement. *Harvard Business Review*, July-August, 99-112.
- Pape, B. (1999). Involving Parents Lets Students and Teachers Win. *Education Digest*, 64(6), 47-51.
- Pintrich, P. R. (2004). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95(4), 667-686.
- Pomerantz, E. M., Wang, Q. & Ng, F. (2005). Mothers' Affect in the Homework Context: *The Importance of Staying Positive*. *Developmental Psychology*, 41(2), 414-427.

Sansone, C., Sachau, D. A., & Weir, C. (1989). Effects of Instruction on Intrinsic Interest: The Importance of Context. *Journal of Personality and Social Psychology*, 57(5), 819-829.

Skinner, B. F. (1974). *About Behaviorism*. New York: Knopf.

Steers, R. M., Lyman, W. P. & Gregory A. B. (1996). *Motivation and Leadership at Work*. 6th Ed. New York: McGraw-Hill.

Vroom, V. H. (1964). *Work and Motivation*. New York: John Wiley & Sons.

Wlodkowski, R. & Jaynes, J. H. (1990). *Eager to Learn: Helping Children Become Motivated and Love Learning*. San Francisco: Jossey-Bass Publishers.

Woolfolk, A. (2001). *Educational Psychology*. Boston: Allyn and Bacon.

Table 1. Morally Involvement

Sr. No	Ways of Involvement	Respondents' Category	$\chi^2_{(P)}$	$\chi^2_{(H)}$
1	Discuss educational affairs with children.	Parents	152	2.0
		Children	123.3	
2	Make home environment suit for children educational progress.	Parents	57.8	10.8
		Children	111.6	
3	Expectations about children better academic achievements.	Parents	96.84	16
		Children	105.6	
4	Help children in completing their homework.	Parents	8.05	7.2
		Children	7.94	
5	Praise and appreciate children on better academic achievement.	Parents	45.6	2.4
		Children	11.0	
6	Give physical punishment for better academic achievements.	Parents	46.36	1.36
		Children	113.82	
7	Encourage children participation in co-curricular activities.	Parents	6.27	7.6
		Children	4.8	
8	Evaluate and sign children progress reports regularly.	Parents	37.2	27.2
		Children	40.6	
9	Communicate with teachers about children regular attendance.	Parents	6.51	27.2
		Children	6.02	
10	Avoid children involving in social evils.	Parents	151.5	3.2
		Children	184.0	
11	Aware children about the importance of education in society.	Parents	94.6	0.8
		Children	111.6	
12	Avoid children from family/social enmity.	Parents	2.5	5.6
		Children	7.2	
13	Attend different school programs to encourage children.	Parents	32.95	26.0
		Children	45.98	
14	Communicate with teachers about children academic position.	Parents	65.0	53.0
		Children	39.6	
15	Encourage good relationships with peers at school and in society.	Parents	70.3	13.9
		Children	15.6	

Table 1 shows that the value of $\chi^2_{(H) cal} \leq \chi^2_{tab}$ (9.48) for the statement Nos. 1,4,5,6,7,10,11,12. It means that the both groups (Parents and Children) have the same opinion about the said statements. Moreover $\chi^2_{(P) cal} \leq \chi^2_{tab}$ (9.48) for the statement Nos. 4,6,7,9,12 which lead to the rejection of these statements by both groups.

Table 2. Financially Involvement

Sr. No	Ways of Involvement	Respondents' Category	$\chi^2_{(P)}$	$\chi^2_{(H)}$
1	Avoid children from family financial ups and downs.	Parents	103.3	4.2
		Children	105.6	
2	Arrange proper tuition for children.	Parents	7.89	3.6
		Children	4.55	
3	Provide transport facility to children.	Parents	41.64	56.72
		Children	155.2	
4	Make sure proper care of health of children.	Parents	151.5	9.38
		Children	124.6	
5	Give pocket money to children for entertainment.	Parents	61.1	25.6
		Children	64.6	
6	Give gifts or cash prizes on good academic performance.	Parents	7.8	2.4
		Children	2.03	
7	Take children to favourite places on better academic achievements.	Parents	2.14	6.4
		Children	8.2	
8	Assist in educational and daily life needs.	Parents	4.5	0.36
		Children	6.7	
9	Give curse of desirable things on better academic achievements.	Parents	7.5	4.8
		Children	2.78	
10	Provision of balanced diet for children.	Parents	80.5	6.4
		Children	130.7	

Table 2 shows that the value of $\chi^2_{(H) \text{ cal}} \leq \chi^2_{\text{tab}} (9.48)$ for the statement Nos. 1,2,4,6,7,8,9,10. It means that the both groups (Parents and Children) have the same opinion about these statements. Moreover $\chi^2_{(P) \text{ cal}} \leq \chi^2_{\text{tab}} (9.48)$ for the statement Nos. 2,6,7,8,9 which lead to the rejection of these statements by both groups.