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Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)**Analysis of Low-Income Parent's Attitudes towards Involvement in Education of their Children****Shafquat Mahmood**

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hifsa763@gmail.com**ABSTRACT**

Present study intended to analyze low income parent's attitude towards involvement in education of their children and to make comparison of involvement among low income, middle income and high income parents. This Study is descriptive in nature and survey of 300 parents was done. Population of study was Faisalabad division and N=300 is selected through convenient based sampling technique from different schools. Parent's involvement questionnaire (PIQ) was used to collect the data. Residential area, yearly income, education and relationship with the child (mother, father) are asked before administration of questionnaire. Mixed method technique (both qualitative and quantitative) is used to make results. Statistical analysis clearly indicated that low income parents are highly interested in the education of their children. There is strong indication from this survey that low-income parents are highly concerned about their responsibilities in education of their children. Low-income parents want to be involved in a variety of school activities, and they want to take part actively in their children's education. Low income parents reported more need for training in how to make school decisions than higher-income parents did. The rankings of high-income, middle-income and low-income parents were similar for suggestions to improve parent involvement. There need to be support systems that not only allow low-income parents to meet with teachers and school officials but also provide low-income parents with the skills and the confidence to make a difference in their children's success at school.

Keywords: Low-Income, Parent's Attitudes, Involvement, Education, Children.

Introduction

The positive guardian attitude plays a vital role for the development of good academic outcomes and the high level in school attendance of their children. The positive and healthy approach regarding the schooling and education would improve the involvement in the children academic learning. Due to low income status the parental attitude affected negatively regarding the education of their children and the whole family creates hurdles about the education of their children. It is anticipated that the attitude of low economic status family will be unfavorable toward the children education. However, the current research intended to analyze whether the

low income parents are most involve in their children education or middle and high income parents have positive feeling regarding the education of children on the basis of developing awareness of the worth of education through the government plans and activities.

The parental involvement and positive attitude is the powerful indicator for the child best educational achievements. This element highly linked with the motivation of children regarding learning, concentration, determination and less behavioral issues or problems. The parental and family involvement is a valuable element for the better educational outcomes of children (Bempechat and Shernoff, 2012). Furthermore it is also added that positive attitude of parents is a main component of educational policies and childhood educational plans. Many researches have been conducted on the parental attitude and involvement and the children educational achievements, they found significant relationship among the family involvement attitude and the children educational outcomes. Family involvement in school events, relation with teachers and school administration is connected with the children motivation and educational achievements (Griffith, 1996).

The privileged level of family involvement at home place in the educational process of their children for example examining and supervision, asking the school activities from the child on daily basis have been concerned with the better achievement and good results of the children (Gonzalez, 2002). Another study has been identified that the children own belief and trust about their skills, qualities and abilities of educational achievement are strongly associated with the parent's expectations and trust regarding their children educational learning achievements (Galper, Wigfield and Seefeldt, 1997). Those parents who confirmed the highly involvement in the school activities such as attending the parents teachers meetings, involvement in the planning regarding students achievements, co-curricular activities meeting have strong socialization as compared to those parents who not connected with school administration and teachers (Waanders, Mendez and Downer, 2007).

The feelings of parents identified the involvement level of family in their children educational outcomes. The parents feeling are two types which can be positive and negative. The negative feelings or attitude of parents towards their children educational outcomes could irritate to give better results in education of their children. Due to less involvement of parents in the educational process of their children, low morally and socially support from the parents the children could not perform in better way. The positive feelings or attitude of the parents regarding their children educational achievements gave many benefits to their children in many areas such as in socialization, self-esteem level, educational achievements and improving leadership qualities.

It has been emphasized that (Bhalotra and Heady (2003) that fathers who are in salaried work are bound to know about the significance of instruction and consequently involvement in their children education achievements. Mother's work status may practice an autonomous impact over her kids' instructive shots, particularly those of her girls. As indicated by the asset hypothesis of matrimonial power (Smits, Mulder and Hooimeijer, 2003) how much accomplices can impact essential family unit choices relies upon the degree to which they carry esteemed assets into the marriage. This suggests moms who are profitably utilized and add to the family pay have more impact on family choices than ladies who are not utilized. Increasingly free ladies might most likely make better potential outcomes for their kids, and particularly their little girls, to go to class. Then again, when the mother is compelled to work due to neediness, the little girls may need to assume control over her family undertakings and, thusly, have fewer opportunities to go to class.

Objectives of the study

Present study intended to analyze low income parent's attitude towards involvement in education of their children and to make comparison of involvement among low income, middle income and high income parents.

Methodology

Study is descriptive in nature and survey of 300 parents was done. Population of study is Faisalabad division and N=300 are selected through convenient sampling technique from different schools. Residential area, yearly income, education and relationship with the child (mother or father) are asked from parents before administration of questionnaire. Both quantitative and Qualitative methods were used to make results.

Tool of study

Parent's involvement questionnaire (PIQ) is used as tool of study. Parental involvement questionnaire Huddson (1982) is designed to assess the *parent* involvement competences, readiness to contribute in child's schooling program and parental responsibilities for reading instruction. . The PIQ scale is structured as 100 items scale. Each item consist of 5 point self-rating response.

Results

The collected information is examined by the help of (SPSS) Statistical Package for the Social Sciences. The frequencies are obtained for qualitative analysis and Pearson correlation was found out to analyze relationship. T test is also use for analyzing comparison.

Table No. 1: Relationship between income and involvement of parents in education of their children.

		Income	Involvement
Income	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	300	300
Involvement	Pearson Correlation	.722**	1
	Sig. (2-tailed)	.000	
	N	300	300
**. Correlation is significant at the 0.01 level (2-tailed).			

Above table explored that highly significant correlations is present among the level of income and parents involvement in education of their children. The income level of parents has positive relation with the involvement of parents regarding the education of their children.

Table No. 2: Comparison of parental attitude towards involvement in education of their children on the basis of different level of their income.

Groups	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	179920.167	2	89960.08	337.45	.000
Within Groups	79174.750	297	266.58		

Above table explored that highly significant difference found among parents of different income level regarding parental attitude towards involvement in education of their children. It is also pointed out that financial status of parents can affect the education of their children.

Parent Involvement Capabilities

The parents having low income status in present research were strongly felt that they are not capable to help their children in their education. 95% low income parents reported that they are definitely not capable for "Reading to child, helping child with telling the stories, talking and listening regarding stories with my child.

65% parents reported that they are not definitely capable for controlling amount of television child watches and 35% parents reported that they are sure that they are capable for controlling amount of television child watches. It was interesting to know 90 % parents reported that are defiantly capable for Finding out about child's reading progress, Providing books and magazines for the child to read and Showing a positive attitude toward reading. When low income parents were asked to rate three of these activities do you think you would be most capable doing as a parent? 95% reported the statements "Finding out about child's reading progress, Providing books and magazines for the child to read and Showing a positive attitude toward reading".

Willingness to Participate in Child's Reading Program

During this research the low income status parents were highly involved in willingness to participate in child's reading program. It was analyzed in this survey that 86% low income parents were probably willing and 14% were sure about their willingness about "Attend workshops to help me understand my child's individual style of learning, Provide a quiet place for my child to rest, think, and work alone, Let child participate in community and school reading programs that offer rewards such as certificates or books, Control the amount of time my child spends watching TV and the types of programs, Read aloud to child every day, Attend parent-teacher association (PTA) meetings and parent-teacher conferences regularly, Work in the school as an aide, parent tutor, parent volunteer, assistant teacher, assistant librarian or other such jobs Broaden child's background of experiences, (take child on field trips, vacations, public library or bookmobile), Buy books and other educational materials for child to use at home, Attend parent reading workshops, Find out about child's reading progress, Set standards for speech in the home that will enable my child to communicate easily outside the home, Provide children with a collection of books selected with their interests in mind, Provide my child with membership in book clubs, Subscribe to children's periodicals, Provide outside tutorial assistance for my child if necessary, Work to reinforce what the teacher has taught.

Parent Responsibilities for Reading Instruction

Present survey analyzed that majority of parents understand that giving best education and being involved in their education is their responsibility. About 93% of all parents reported that they are probably responsible for the following" Helping the child with homework, Working in the school as an aide, parent tutor, parent volunteer, assistant teacher, assistant librarian, or other such jobs, Arranging conferences with my child's teacher about reading progress, Going to workshops or other such educational activities for parents at school, Taking part in PTA meetings, Helping child learn through the use of educational materials at home (games, magazines, books, newspapers), Taking children to places of educational interest; for example, museums, libraries, art galleries, Controlling the amount of time child spends watching TV and the types of programs, Reading aloud to child every day, Letting child see me reading each day, Helping child add words to his/her

speaking vocabulary, Setting standards for speech in the home that will enable child to communicate easily outside the home, Encouraging conversation in the home, Providing child with a collection of books selected with his/her interests in mind, Writing stories based on family experiences, Monitoring child's reading progress, Encouraging child to read every day, Encouraging child to write every day, Working to reinforce what the teacher has taught, Letting my child read to me at home, Helping child with reference books (i.e., dictionaries, encyclopedias, almanacs, atlas, and so on).

Conclusion:

There is strong evidence from this survey that low-income parents are interested in the idea of parent involvement in education. Low-income parents want to be involved in educational process of their children and they want to play active roles in their children's education. They were worry about their low level of capabilities and they want to overcome their deficiencies. They want to fully collaborate with teachers about the progress of their children and want to learn about their role in education of their children.

There were, of course, some differences between the low-income and the middle and higher-income parents. These differences were first apparent in the capabilities of parents in involvement. Many more low-income parents than higher income parents felt a sense of helplessness about their cability to help and support their children in education and high income parents were sure that they help their children in education. Low income parents as well as middle and high income parents consider it their responsibility to be involve in their children's education. In addition, low-income parents expressed more need for training in how to make school decisions than higher-income parents did.

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