

Relationship between Parental Involvement, Students' Performance Goal Orientation and Academic Achievement at Elementary Level

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Abstract

The study aims to explore association between parental involvement and its contribution in students' performance goal orientation and academic achievement during their elementary schooling. The study adopted correlational design. Nine (04 boys and 05 girls) Middle/Elementary schools were randomly selected from 233 (140 girls and, 93 boys) Middle/ Elementary schools of Lahore. 324 participants (180 girls and 144 boys) from grade 6 were conveniently selected from these randomly selected 09 public Middle/elementary schools. 324 parents (mother/father) of above mentioned students were also included in this Study. Two instruments, Student Performance Goal Orientation (SPGO) and Parental Involvement Scale (PIS) were used as research instruments. It was quantitative study based on descriptive research. Survey method was used for data collection. The study found positive association between parental involvement and students' learning outcomes achievement. Positive association between students' performance goal orientation and students' learning achievement was also found. It was observed that parents can increase the students' motivation level and help them for their achievements. More than half of the students were of the views that parental involvement enhances the student's learning achievement.

Keywords: Goal Orientation, Parental Involvement, Academic Achievement

Introduction

Researchers and policy makers have constantly been engaged in exploring the association between parents' involvement and students' learning achievement. They postulated that stimulating and responsive parent-child interactions have positive effects on child's academic progress (Hill & Craft, 2003). Their research has established that

“Parents can contribute positively to improve their child's learning achievement mainly by two ways: (1) being involved with the child to upsurge his/her self- awareness of his/her cognitive ability and (2) being involved with the school and teacher to encourage more positive and stronger student-teacher relationship (as cited by Hill and Taylor, 2004, p. 163).”

Topor (2010); Hill and Craft (2003) argued that the more parents are engaged in their children's education, the more they get higher level of learning performance than the children of those parents who are engaged to a lesser degree. Not only researchers but policy makers have also been studying the parent-child interaction focusing impact of parent involvement on academic success. The goal is to integrate increasing parental involvement as part of educational policies throughout the world. Widler (2014) summarized the findings of nine meta-analyses research studies regarding effect of parental involvement on students' learning achievement. Irrespective of scales used for measuring academic achievement and definition of parental involvement, the study showed positive association between parents' involvement and learning outcomes achievement.

The Goal orientation theory identified that learners adopt some learning goals while pursuing their education. While studying goal orientation theory Ames and Archer (1988) have identified two kinds of goals labelled as performance goal and mastery goal. Performance goals-oriented students

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are more involved in proving and demonstrating their cognitive ability. They don't like to be negatively judged regarding their competence. Dweck and Leggett (1988) indicated that mastery goals-oriented students like to be challenged, face difficulties with persistence, take mistakes as learning opportunities, view competence as flexible, and most likely to be internally motivated. Performance goal-oriented learners view intelligence as inflexible, take mistakes as a demonstration of lack of ability, less likely to be intrinsically motivated, and evade challenges so that to avoid negative judgements of their ability. Studies in college (Hagen & Weinstein, 1995) and high school (Ames & Archer, 1988) have found use of both types goal orientations simultaneously by the older students.

Literature showed that mastery goal orientation is linked with more valuable achievement behaviors as: using more effective learning strategies, having positive attitude, accepting challenging tasks (Ames & Archer, 1988), engaging in self-regulation strategies (Thomas, De Backer, Peeters, & Lombaerts, 2019), and employing higher order information processing strategies i.e. organization and elaboration (Pintrich, 2000).

Literature clearly established the fact that the benefits of parents' involvement are significant for the achievement at each age and grade level instead of confined it to the early years. Otani (2017) found middle and senior high school students made realistic goals, better transitions, and sustain the quality work whose parents remain involved in their school activities. On the other hand, those students whose parents are not engaged are expectedly dropped out from school.

The literature has clearly established that the influence of parents' engagement and involvement may far outweigh than that of any other impact on students' goal orientation. However, research on parental involvement on child's goal orientation has been mostly neglected (Regner, Loose & Dumas, 2009). In case of Pakistan, there may be handful of researches found in this neglected area of research. Therefore, the main objective of this investigation was to discover relationship of parents' involvement with students' academic achievement and performance goal orientation at elementary level.

Statement of the Problem

By keeping the above detail under consideration, the study aims to examine how elementary school students' studies affected by their parents' involvement? It also aims to explore the relationship of parents' involvement in terms of both monitoring and support; elementary school students' academic achievement and performance goal orientations during their elementary schooling.

Objectives of the Study

The study was conducted to accomplish the following objectives:

- To investigate relationship between parents' involvement in their children's studies and students' academic achievement.
- To explore the relationship between parents' involvement and child's performance goal orientation.
- To determine the mean difference between level of parents' involvement and students' academic performance.

Review of the Related Literature

Literature has not still clearly established the operational definition of the construct (Fan & Chen, 2001). Grolnick and Slowiaczek (1994) defined it as the extent to which parents are actively participating in and well-informed about the child's home and school life with a zeal and dedication. They hypothesized that parental involvement has three dimensions i.e. behavioral involvement, cognitive/intellectual involvement and personal involvement. Behavioral involvement included modeling the importance of school by regularly attending and participating in school events. Personal involvement involved to the child's positive feelings attached to the parents' interactive and participative engagement in his /her school life. Cognitive involvement encompassed engaging and providing the child with cognitive and intellectual activities such as informative and interesting books, enigmas, and discussions on school events.

Goal orientation is one of the major characteristics of achievement goal theory. Roebken (2007) defined goal orientation as individual's pattern of beliefs that drive him/her towards engagement of any achievement situation. Goal orientations theory explains how individuals consider the criteria to evaluate their performance and accomplishment in attainment of their goal and engage

in achievement tasks (Ames, 1992). Ames and Archer (1987) and Dweck and Leggett (1988) developed achievement goal orientation theory and identified two goal orientations i.e. mastery and performance goals (as cited by Kim, Kim, & Svinicki, 2012). It is also considered as a motivation theory, which establishes that individuals' goal achievement motivation effects the way he or she pursues the goal. Mastery goal orientation is primarily individual's intrapersonal set of standards for performing any behavior or task with the objective of becoming skilful or proficient in it. Performance goal orientation referred to focusing on the results in quantitative measure. Students who adopt performance goal orientation perform a task with the objective of showing his skill and ability as compared to the group and spend most of his time in learning and understanding the concepts to get excellent result so that he or she wants to outperform others.

Dietel (2004) well documented that parents' involvement in studies is the most integral factor of their child's academic accomplishment. Parent involvement not only confined to positively impact academic achievement of the student, it also adds to quality of education and overall performance of schools. Hinkle (2010) conducted a study and found that students of actively involved parents were more likely to regularly attend school, better adjusted at school, have better social skills and academically surpass others.

Gonzalez et al, (2010) argued in a research study that students' mastery goals are positively predicted by perceived parental academic involvement, whereas parental involvement was not significant associated with student's performance goals orientation. The positive correlation between parental academic involvement and mastery goal orientation may demonstrate the fact that students' enjoyment and interest in achievement tasks and their inclination towards self-improvement is likely to increase due to active involvement by the parents (as cited by Patrick et al, 2007).

In contrast, some of the theorists have different views and they advocates newer goal orientation theory. They are of the view that not only mastery goals but there are multiple goals that promote academic achievement (Elliot & Murayama, 2008).

The existing literature demonstrates inconsistent findings about the relationship between achievement goal orientations and learning achievement. As the researchers continue investigating the benefits of the two goal orientations, some research studies found that mastery goal orientations are correlated with higher academic performance (Gonzalez et al, 2010). Some other discovered that performance goal orientations are linked to higher academic achievement (Mante & Oppong, 2015; Martinez, 2015; Daniels, et. al., 2009). The argument on association between goal orientations and academic performance is not resolved yet. Thus, this matter requires further investigation as Midgley et al. (2001) proposed to conduct more research studies to investigate the impact of adopting any goal orientation for better academic achievement.

To sum up, literature has clearly established the role of parents and its importance in children's academic success. However, its association with different goal orientation is still a point of discussion among researchers. Therefore, this research study is a little effort to explore this phenomenon in Pakistan which may help to add in the existing body of knowledge and theory building.

Design of the Study

Descriptive method was used for exploring the association between parental involvement and elementary school students' academic performance and goal orientation. Correlational design was adopted as it helps to find the direction and strength of relationship. The findings of correlational studies also help in future predictions and to determine causation for experimental research.

Population and Sampling

Population of the research involved parents and students of 6th grade of 233 middle/ elementary schools at Lahore (PEMIS, 2019). The sample of the research was conveniently selected. The sampling procedure was centered middle/ elementary at Lahore. Nine (04 boys and 05 girls) schools were randomly selected from 233 (140 girls, 93 boys) public middle/ elementary schools of Lahore. 500 students were conveniently selected from these nine schools. Students were requested to give responses on the questionnaire with the help of co-researchers during 1st period of their class. To get data from the parents, questionnaire was sent to the parents through their children. The response rate was only 52% (261). Therefore, school's annual result day was awaited which was near. On the result day again remaining parents were approached and got more than 63 questionnaires filled. In this way

total response rate was 64.8%. Thus, total 324 parents participated in the study. So, the students whose parents filled the scale of PIS were considered as a sample. So, 324 questionnaires filled by the students regarding their performance goal achievement were considered for the study and other 176 questionnaire filled by the students were discarded because researchers couldn't manage to receive data from their parents. In this way, 324 students (180 girls and 144 boys) and 324 parents of above mentioned students participated in this study.

Instruments

Researcher developed Student performance Goal Orientation (SPGO) and Parental Involvement Scale (PIS) were used as research instruments. Section A consisted of name, gender, age, grade and percentage result of grade five examination conducted by Punjab Examination Commission announced on March, 2019. Section B consisted on 25 items regarding Student performance Goal Orientation (SPGO). Section C had 16 items based on Likert scale to explore the extent of parental involvement (PIS). The instrument was developed in Urdu language and then translated into English for reporting results.

Validity and Reliability of the Instruments

Researchers seek the worthy opinion of panel of 4 experts from the field of Education to check the validity of questionnaire. Experts were university professors in the discipline of Education. There were few vocabulary and language issues with four of the items of SPGO and 1 of the items of PIS. The items were corrected at the spot with the guidance of experts. The purpose was language clarify and identify potential bias in word selection. For reliability analysis, both the questionnaires were administered on 30 students of one public elementary school. Overall internal consistency of SPGO and PIS were found 0.74 and 0.82 respectively. Reliability coefficients of four factors of PIS were ranged from 0.68 - 0.89. Two items of PIS (item no. 7 and 12) were discarded due to low reliability 2.18 and 2.62 respectively. Thus 16-item instrument PIS was finalized having four factors presented in table 1. Likewise, three items (item no.3, 14 and 27) of SPGO were discarded having low reliability 1.79, 2.67 and 2.01 respectively, thus 25-item instrument SPGO was finalized for data collection.

Data Analysis and Findings

Different statistical tests were used to investigate the data gathered from the students and their parents. Data were collected from both the questionnaires on different demographic variables which were processed and presented in percentages. Descriptive statistics were used to compute the mean scores and percentages of the gathered responses. Pearson correlation (r) was computed to investigate the relationship between both variables.

Table 1

Correlation between Parental involvement and Academic achievement of Elementary School Students

Factors of Parental Involvement	N	Academic achievement (r)	p
Discussion about school activities	324	0.459	0.00
Aspirations and expectations	324	0.754	0.01
Home rules and supervision	324	0.611	0.02
Participation in PTM & volunteer efforts	324	0.674	0.00
Overall parent Involvement	324	0.857	0.00

*significant p< .05

Table 1 demonstrates the association among different components of parents' involvement and their academic achievement. Discussion about school activities factor of parental involvement has a significant moderate correlation (r = 0.459, p < 0.05) with academic achievement of elementary school students. It has been found that the students' whose parents discuss school activities with them show good performance in their studies.

Parents' high aspirations and expectations have significant correlation (r = 0.459, p < 0.05) with academic achievement of public elementary school students. Home rules and supervision by the parents have significant relationship (r = 0.611, p < 0.05) with academic achievement of public elementary school students. Participation in parent teacher meetings and volunteer efforts for school by the parents have significant correlation (r = 0.611, p < 0.05) with academic achievement of public elementary school students.

Table 2
Correlation between Parents' involvement and Performance Goal Orientation of Students of Elementary School

Factors of Parents' Involvement	N	Performance Goal Orientation (r)	p
Discussion about school activities	324	0.632	0.00
Aspirations and expectations	324	0.711	0.01
Home rules and supervision	324	0.317	0.02
Participation in PTM & volunteer efforts	324	0.221	0.00
Overall parent Involvement	324	0.563	0.00

*significant p < .05

Table 2 demonstrates the relationship among different factors of parental involvement and students' Performance goal Orientation. Discussion about school activities factor of parental involvement has significant relationship ($r = 0.632$, $p < 0.05$) with performance goal orientation of elementary school students. It has been found that the students' whose parents discuss school activities with them showed higher performance goal orientation.

Parents' high aspirations and expectations have significant correlation ($r = 0.711$, $p < 0.05$) with performance goal orientation of public elementary school students. Home rules and supervision by the parents have significant correlation ($r = 0.317$, $p < 0.05$) with performance goal orientation of public elementary school students. Participation in parent teacher meetings and volunteer efforts for school by the parents have significant correlation ($r = 0.221$, $p < 0.05$) with performance goal orientation of public elementary school students.

Table 3
Correlation between Goal orientation and Academic achievement of Elementary Students

Variables	Performance goal orientation
Academic achievement	0.636**
Pearson correlation (r)	
P	0.000
N	324

*significant p < .05

Above table demonstrates the correlation between performance goal orientations and learning achievement. The study found significant correlation ($r = 0.636$, $p < 0.05$) regarding performance goal orientation and academic achievement of elementary school students

Table 4
Scale of Level of Parents' Involvement

Raw Score on PI	Level of PI
16 – 35	Low
36 – 55	Medium
56 and above	High

Table 4 shows the categorization of respondents according to level of parental involvement based on their raw scores on PIS. The scale has total 16 statements based on 5-point likert scale. From this minimum (16x1) and maximum (16x5) raw scores were computed which was ranged from 16-80. This range was distributed as low (16-35), medium (36-55) and high (56 and above) parental involvement.

Table 5
One Way ANOVA on Level of Parental Involvement and Academic Achievement of Elementary School Students

Level of Parental Involvement	N	Mean	SD
Low	111(34.25%)	28.873	9.089
Medium	106(32.71%)	43.214	16.47
High	143(44.13%)	68.472	19.25
Total	324	48.221	21.04

Table 5 shows degree of parents’ involvement in the studies of elementary school students. 34.25 % parents involve to a limited extent towards the studies of their children with a Mean value 28.873. The number of parents who have a moderate level involvement in the studies of their children is 32.71 %. The parents who have high degree of engagement in the studies of their children are slightly more (44.13%) in number.

Table 6

One Way ANOVA on Level of Parent Involvement and Academic performance

Source of variation	Sum of Squares	df	Mean Square	F	p
Between Groups	21750.431	2	13715.311	61.337*	.000
Within Groups	46274.117	322	276.734		
Total	69726.133	324			

*significant $p < .05$

Statistical analysis in table 6 showed significant mean difference ($F = 61.337, p < 0.00$) between level of parents’ involvement and academic performance of elementary school students.

Table 7

Post hoc Analysis of the Influence of the level of Parents’ Involvement on Student’s Academic Performance

Source of Variation	Source of Variation	Mean Difference	Std. Error	p
PI level	PI level			
Medium	Low	15.198*	3.249	0.000
High	Low	35.226*	3.336	0.000
	Medium	20.028*	3.132	0.000

*significant $p < .05$

Table 7 further explained the source of variation among level of parents’ involvement and academic performance of elementary students. Students who have medium level of parental involvement outperform than the students ($MD = 15.198$) who have low level of parental involvement. The students who have high level of parental involvement showed better academic achievement than the students ($MD = 35.226$ & 20.028) who have low and medium level of parents’ involvement respectively.

Conclusion and Discussion

The study aims to explore the correlation between parents’ involvement, students’ academic achievement and goal orientation in public elementary schools at Lahore. The conclusions revealed a positive and direct relationship between parents’ involvement and students’ learning achievement. It was observed that parents’ involvement increased the students’ motivation level and helps them for their achievements. Hill and Craft, (2003), Topor, (2010) and Widler (2014) well documented the similar results. Similarly Nokali, Bachman, and Votruba-Drzal (2010) and Dietel (2004) made the same assertion that children’s educational progress is determined by parents’ supportive practices at home and schools.

The study also revealed positive and direct correlation between parental involvement and learners’ performance goal orientation. The literature showed different views in this regard. Gonzalez et al, (2010) argued in a research study that students' mastery goals are positively predicted by perceived parental academic involvement, whereas parental involvement was not significant associated with student’s performance goals orientation. This direct relationship between parental involvement and children’ performance goal orientation is may be the result of parents’ emphasis of superior performance of their children over others. That is the psychological phenomenon existed in parents. Students follow and construe their parents' goal-related aspirations, and pursue them while selecting certain learning goals at school. Friedel, et al (2007) made the same assertion that students are predicted to choose performance goal orientation if their parents lay emphasis on higher test scores and superior performance over perfection. (p. 109)

The study also highlighted a significant direct correlation between students’ performance goal orientation and their academic performance. This finding was also in line with the findings of previous studies conducted by Senko, Hulleman, and Harackiewicz, (2011), Elliot, and Murayama (2008), and Daniels, et. al., (2009).

The literature is enriched with continued discussion in this regard. Harackiewicz et al. (2002) highlighted that performance goals-oriented students attained higher standards of performance than those who oriented towards mastery goals. Some of the theorists like Midgley, Kaplan, and Middleton (2001) still advocated the earlier view of the achievement goal theory and consider that mastery goals provide better achievement. Some of the theorists advocated the newer goal orientation theory that suggests not only mastery goals but multiple goals are related with better academic achievement (Elliot & Murayam, 2008).

To sum up, it will be good to quote Senko et al., (2011) that achievement is seemed to be based on self-perfection for mastery goals as well as on outperforming others for performance goals. Performance orientation approach is associated with promotion of higher standards of performance whereas mastery orientation approach promote interest and self-fulfilment. If students combine and use both type of goals side by side, they are not only having aspiration of increasing their competence, but also to demonstrate higher level of performance in evaluative situations (Barron & Harackiewicz, 2001). Those students are reported to be no more anxious, not involved in negative behavior as compared to those students who have predominately-high mastery or performance goal orientation (Pintrich, 2000).

The study also revealed significant mean difference between degree of parental involvement and academic performance of the elementary school students. Students having medium level of parental involvement outperform as compared to those students having low level of involvement by the parents. Those who have high level of parents' involvement showed better academic achievement than those who have low and medium level of parents' involvement. Henderson and Mapp (2002) made the similar assertion and concluded that students showed better performance in academic work and extra curricula activities even having different socio-economic backgrounds and income levels while having varying degree of parents' involvement.

Recommendations

Keeping in view the findings of this study, few recommendations for the parents, students and school were as follows.

1. As the study found a direct correlation between parents' involvement, elementary school students' learning achievement and performance goal orientation, parents may discuss school activities with their children, have clear and achievable ambitions and hopes for their children, and increase their involvement in PTM and volunteer efforts for school, fulfil children needs, financial requirements, early schooling, and primary education, respect their interest and provide good and healthy environment to motivate the children.
2. Parents may take interest in child activities, those activities which are time intensive activities become more about their child such as Reading to one's children.
3. Parents may communicate with the children at all levels and be aware about the interest abilities of their child, parents develop positive way of communication that children easily communicate with them and they can also understand the point of view of their child.
4. Teacher, principal and school counsellors may familiarize themselves with the factors of parental involvement that can help the most, so that they can guide parents on what steps they can take to become more involved in child academic achievement.
5. The correlation between performance orientation goals and academic achievement may not be fully elucidated by exploring their association. Further research studies can be conducted that to what extent different types of goals seem to be advantageous under certain types of conditions and for certain types of individuals.

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