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Impact of Parental Involvement on Children's Academic Performance at Crescent International School, Bangkok, Thailand

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Abstract. The purpose of this research to explore the impact of parental involvement on the academic achievement of students at Crescent International School and to determine whether the demographic variable of parents has an effect on their involvement in their children's education. In addition, the study sought to examine what existing literature review found on the relation between parental involvement and children's academic achievement. The present study was carried out at Crescent International School in Bangkok, Thailand. The responses of 12 parents, whose children are enrolled in secondary level, were taken as samples for the current study. The Intensity Sampling Technique was used in this research. A questionnaire about demographics of parents was distributed and interviews were conducted to assess the level of parent involvement. To find out student achievement level, the students results were used. The qualitative method was used to gauge the impact of parental involvement on students' academic achievement. The results revealed that parental income level has no impact on the level of involvement in their children's education. However, educational level, age, employment and marital status of the parents had greater impact on parental involvement. The main findings of this research indicated that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education. the findings, suggested that parents should grow more awareness on the importance of visiting and supporting their children in school. It was also recommended that parents should take an active role in assisting their children's education at school and at home since they are the first teachers of their children.

1. Introduction

Parents are one of the most significant factors in the development of the children. This is due to the authority and skill they have to shape and develop their children into motivated, inspired and lenient people with their explicit involvement in the process of learning activities. Contrarily, parents without involvement in their children's education process are merely considered to demotivate and demoralize their children through negligence. This, in turn, has a negative effect on their achievements.

According to Abdul-Adil and Farmer (2006) [1] parental involvement comprised parental attitudes, actions, style, events that happen inside or outside the school environment to support children's academic or behavioral success in their presently enrolled school

Parents' active involvement in their children's education has a positive and noteworthy impact on children's lives, including their development, behaviour, motivation and academic performance. According to research by Kohl, Lengua and McMahon (2000) [2] children of parents who are involved



in their academic work are regularly attend school, act better, do better academically from kindergarten through high school, go farther in school and go to better schools. Parent involvement send clear messages to their children; demonstrating their interest in their activities and strengthening the idea that school is important. By becoming enthusiastically involved in their children's education at home and in school, parents send clear messages to their children; demonstrating their interest in their activities and strengthening the idea that school is important.

Financial solvency and positive ambition of parents seem to have a principal role in their children's education. Many educational researchers express great concern on the impact of the parent's involvement on a child's educational achievement. This work attempts to highlight the impact parental association has on children's academic outcomes. The findings of this study may help for future improvement and develop methods to encourage and boost parental involvement both at home and at school.

2. Statement of the Problem

Teachers and school administrators at Crescent International faces one of the problems is how to ensure the involvement of more parents in their children's education process to improve the achievement of their children. Involvement of parents in the form of upbringing and development interest has a major effect on students' academic results, attitudes and behavior. The school have many parents who are unaware of contemporary learning methods and ways they can be more associated with their child's education. The school administrators have implemented a number of initiatives to encourage more home-school relations. However, some of these drives; especially concerning the involvement of parents in learning at secondary level, have not been effective. Although the school administrators have implemented strategies to encourage and ensure parent involvement, many parents are reluctant to become involved in their children's education at secondary level. More to be done to motivate parents and there are indications that they need elaborate briefing to become active. According to Shinn (2002) [3] parents tend to be more involved in their children's early education stage and gradually become less involved in high school stage. Hence, a study of this nature at Crescent International School will find out the importance and effectiveness of involvement of parents on the performance of a secondary level students.

3. Significance of the Study

Involvement of parents in their children education plays a remarkable role on the students' achievement. Findings of this study will assist in improving parental involvement in academic performance of students at CIS. It could also be useful in managing the education of the pupils and identifying the types of parental roles such as monitoring desired developments, actively participating in the parent-teaching conferences, assisting in school activities, learning at home and communicating with teachers. The study will also provide intellectual input for future researchers in the area of parental association and its effect on academic outcomes. This will form a foundation for further studies too. The findings might be helpful to teachers, school administrators, policy makers, parents and even government agencies in developing programs to upgrade their skills, knowledge, positive attitudes and competencies with handling children.

4. General Objective

The broad objective established the effect of parental involvement on the academic performance at Crescent International School, Bangkok.

4.1. Objectives of the Study

The aims of this research are as follows:

- To discover whether the demographic variables of parents have an impact on their involvement in the children's education.
- To look into what previous literature review found on the impact of parental involvement on children's academic achievement.

- To investigate whether parents' involvement level impact academic performance of students.
- To recommend strategies would improve parent involvement in their children's education.

5. Research Question

The succeeding research questions guided the study:

- How do the demographic variables of parents influence their involvement in their children's education?
- What was found from the previous literature review on the impact of parental involvement on children's academic achievement?
- What impact does parental involvement level have on students' academic performance?
- What are the strategies that will help parent's involvement in their child's education?

6. Literature Review

Several research studies have found that participation of parents in children education is significantly and positively correlated with students' academic accomplishment (Olaniyi & Mageshni 2008 [4], Altschul, 2011 [5]). A study by Rosie Thornton (2015) [6] concluded that students whose parents are intently involved in their children's academic activities have better academic results than parents who are not dynamically involved in the academic activities of their children. Parents who are actively involved their child's education are more likely to encourage the child's social, emotional, and academic growth (Green et al. 2007) [7]. According to Kohl, Lengua and McMahon (2000) [2], children attend school regularly, act better, perform well academically from kindergarten through high school, go farther in school when parents more are involved in their school work. Similarly, Barnard (2004) [8], found that academic performance of students profoundly depends upon the parental involvement in their academic activities to attain a higher level of quality in academic success. Since parents are the first teachers of their children, they need to take a leading role in their children's education. Parent involvement in a child's education is a key issue ensuring students' success, growth and development in life. Students will take education more seriously, do well academically, display better behaviour in school and assume greater responsibility for his or her actions when they found their parents are actively involved.

According to Xu, Benson, Mudrey-Camino and Steineret (2010) [9], parental involvement in assignment can be a means to keep parents well-informed of the child's strengths and weaknesses in several subject areas, mainly reading. A study by Cai (2003) [10] illustrated that participation parents is a statistically weighty forecaster of their child's level of achievement in Maths and also promoted positive behaviour and emotional development. Domitrovich, and Welsh (2004) [11] showed that parents' involvement in their children's reading activities at home had a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading. Children who worked with their parents at home on Maths assignment achieved better Maths grades (Bartel, 2010) [12]. It demonstrated that when parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events at school, it helps the child to do very well in the all the subjects the school.

However, some research studies contradicted the above, indicating that involvement of parents in children's education can have a negative effect on the student's success and achievement. According to Shumow and Miller (2001) [13], parental involvement in homework and communication with the school has a negative impact on students' academic achievement by way of lower test scores. Additionally, Cooper et al. (2000) [14] found that when parents are directly involved in children education that will negatively affect their performance academically.

with respect to the interconnection between the socio-economic status of parents and their level of involvement; it was found that parental education level, status of employment and income may affect the level of parental involvement (Vellymalay, 2012 [15]; Smith, 2006 [16]). Vellymalay, (2012) [15] stated that socio-economic status is positively correlated with higher levels of parental involvement and, subsequently, higher levels of academic attainment. Domina (2005) [17] says that parents with higher

socio-economic background tends to be more effectively involved than the parents with lower socio-economic background. According to Lee and Browen (2006) [18], parents with low educational levels could be not much motivated to get involved since they do feel less confident to communicate with school staff. Similarly, Davis-Kean (2005) [19] stated that level of parental education is a vital predictor of children's academic and behavioral upshots.

In the same study found that married parents are more likely to be involved in their children's education. This study showed that parents demographic variables (education level, employment, married status and income) have a great effect on parental involvement which directly influences academic performance.

In contrast, some study found that parents' level of education, marital status and income level have no significant correlation with their children's academic achievement (Hayes 2012) [20]. Also, according to Shaver and Walls (1998) [21], level of income of parent is not a donating issue to level of involvement in their children's education.

7. Review Summary

The above review indicates that participation of parents in their children's education has a great impact on their achievement. However, majority of these studies were done in western societies, making it very difficult to generalize and apply the results to other societies. In addition, some of the findings on the relationship between parent involvement and academic performance of their children were found to be contradictory and questionable. It is for these reasons the researcher believes that there is need for a further study on this topic among International high school pupils in Thailand. The researcher also believes that this will contribute to an insight of the impact of parents' involvement in children's schooling.

8. Methodology

8.1. Research Design

This research employed a qualitative approach to determine the impact of parental involvement on academic performance of students at secondary level at Crescent International School. The present study provided findings the possible existing relationship between parental involvement and academic achievement of the student at secondary level at CIS.

8.2. Participants of This Study

The population of this research encompassed all the parents whose children are in secondary level at Crescent International School, Bangkok, Thailand. The participants in the study consisted of 12 parents of CIS students from secondary school and intensity sampling was used to select parents.

8.3. Instruments and Tools of Research

Three main tools used to collect data for this research work. These instruments were: questionnaires, interviews and document analyses.

8.4. Data Collection

This study used a questionnaire which designed to find demographic information of parents for collecting data (age, level of education, employment and income), interviews and document analyses. The demographic information survey was sent to parents (hard copy) to gather the data. The students were interviewed to determine the level of their parents' association in their academic learning and development and document analyses helped to determine the historical facts about the impact of parental involvement on student's academic outcomes at CIS. As a part of research ethics, the consent letter sent to the Head of the School and requested the attendance register, school calendar, test scores and report cards to obtain the data of parents' attendance at PTA's in school and students' academic performance.

The sample participants were asked by way of consent letters sent by the Head of School. The researcher collected the questionnaires from the parents after the distribution of the survey.

8.5. Data Analysis

For analysis of the data, simple percentages and graphs was applied to identify the impact of parent involvement on students' academic performance.

9. Result

9.1. The Impact of Parents' Demographic Variables on Their Involvement in Children's Education

The researcher gave parents questionnaires at the outset of the study to gather information and determine the impact of parent's demographic variables on their involvement in children's education. The parents were divided into two groups: involved parents and uninvolved parents. The demographic variables that are included in the study are: age, marital status, educational level, employment and income.

The findings of the study on the demographic variables are as follow:

As shown in Table 1, in terms of the marital status of parents who took part in this study, all of them, whether involved or uninvolved (a total of 12, representing 100%) were found to be married couples.

Table 1. Shows the demographic profile of parents in relation to marital status.

Marital Status of Parents	Involved & uninvolved	% of distribution
	12	100%
Total	12	100%

As shown in Table 2, with regard to age, 7 (58%) of them were found to be below 50 years old, whereas with 5 of the 12 parents (42%) were above 50 years old.

Table 2. Shows the demographic profile of parents in relation to age.

Age of parents	Involved & uninvolved	% of distribution
Below 50 years old	7	58%
Above 50 years old	5	42%
Total	12	100%

Table 3 shows concerning the educational level of parents, 10 of the 12 parents (80%) had a Bachelor's degree and 2 of them (20%) a Master's degree. The majority of uninvolved parents (11 of 12 representing 90%) had a secondary and primary level of education and 1 of 12 parents (10%) had a college degree.

Table 3. Shows the demographic profile of parents in relation to educational level.

Educational level of parents	Involved & uninvolved	% of distribution
Bachelor degree	10	80%
Master degree	2	20%
Total	12	100%

Table 4 shows that when it comes to parental employment, 5 of 6 parents involved (90%) had a full-time job, while only 1 out of 6 parents (10%) was unemployed. Likewise, 5 out of 6 uninvolved parents (90%) had full-time jobs; whereas 1 of 6 (10%) was with no job.

Table 4. Shows the demographic profile of parents in relation to employment.

Employment level of parents	Involved	% of distribution	Uninvolved	% of distribution
Full time jobs	5	90%	5	90%
Unemployed	1	10%	1	10%
Total	6	100%	6	100%

As shown in Table 5 with regards to the income of parents, and based on the findings of the survey, the monthly income of 5 out of 6 involved parents (90%) ranged from THB 30,000-70,000, while 1 out of 6 involved parents (10%) had monthly earning ranges from THB 70,000-100,000. On the contrary, 3 out of 6 uninvolved parents (50%) had monthly earnings of THB100, 000 and above; whereas 3 of 6 uninvolved parents (50%) had monthly earnings of THB 50,000 and below.

Table 5. Shows the demographic profile of parents in relation to income level.

Income level of parents	Involved	% of distribution	Uninvolved	% of distribution
30,000 – 70,000 baht	5	90%		
Above 70,000-100,000 baht	1	10%		
100,000 baht and above			3	50%
50,000 baht and below			3	50%
Total	6	100%	6	100%

9.2. Level of Parental Involvement and Its Impact on Children's Education

Based on the interview that was conducted where they were asked to rate parents' involvement in education, 8 out of 10 parents were considered to be highly involved and 1 out of 4 was considered to be uninvolved.

It was found that the scores of children with highly involved parents ranged from 8-10 and students with less involved parents had scores ranging from 1-4.

Regarding the impact of parental involvement level on children's academic accomplishment, it was found that parents who are highly involved have a positive impact on their children's test scores in all of the subjects.

For example: The average test score for students in English was 87%, For Mathematics, the average test score of students were 85%; Science, the average test score was 67%; Computer Science, the average test score was around 78%.

On the other hand, parents who were not involved had a negative impact on their children's test score in the all of the above subject areas.

For example: English - the average score of students was 50% out of a total of 100%

Math – the average test score was 36% out of a total of 100%

Science - the average test score was 39% out of a total of 100%

Computer Science – the average test score was 31% out 100%

10. Finding of the Study

The findings on the impact of parents' demographic variables on the academic achievement of students in secondary at Crescent International School indicated that the majority of involved parents in their children's education had college and Master's degrees. These results are supported by a study conducted by Lee and Bowen (2006) [14] found that parents who have a two year or higher college education are more likely to participate in the school conferences or activities, discuss more often on educational issues with their children and hope for more success of their children in their education. According to Farooq, Chaudhry, Shafiq and Berhanu (2011) [22], students with educated parents score higher on the

standardized tests than students having parents with no education. This schoolwork also revealed that the socio-economic status of parents (income level) did not have an effect on their involvement in their children's education and parents who earned less were found to be more involved than high-income parents. These findings contradicted the study done by Domina (2005) [17] who found that socio-economic status is positively correlated with higher levels of parental involvement and, consequently, higher levels of academic achievement. High socio-economic level parents tends to be more well involved than low socio-economic level parents.

Similarly, this work revealed that parents who are in the fifty and below age bracket are more actively associated or involved in their children's education than parents above fifty years old. These results are in line with the study done by McDermott (2000) [23], who found that middle-aged parents think that they should cooperate the effort of mathematics teacher while older aged parents tend to be uncomfortable to involve by thinking that they are outsider to the school system and feel that it is the duty of teachers to teach.

In addition, these results show that parents who participated in this study were all married. Therefore, the researcher could not conclude whether married parents are more involved than single parents, in line with the study done by Gina', David & Isaac (2012) [24] which found that married parents are more likely to be involved in their children's education than single parents.

Finally, with regards to the impact of level of parental involvement on their children's academic performance, the results of this research found that students with highly involved parents had better academic performance and higher test scores in all the subjects than students with parents who were not involved. The conclusion of this study was persistent with the work of Kgosidialwa (2010) [25], who in their studies found that parental involvement is one factor that has been consistently related to a child's increased academic performance. Similarly, Sheldon (2009) [26] discovered that students who are successful have significant involvement and academic assistance from their parents.

11. Recommendations

In light of the findings and the conclusion derived from this study and investigation, the researcher recommends the following:

Teachers and administrators of the school need to change their approach and attitude in dealing with parents, so parents we feel welcome and comfortable to involved school.

PTA meetings should be organized continuously through the year to help parents remain involved in the school and aware of weaknesses and strengths of the children.

The school should organize Parent-Teacher professional development to reinforce their partnership which will help them work together as a team.

Educators, school administrators and policy makers should design programs which enable parent involvement in child education at school and home.

It is important for parents to be aware on the necessity to visit their children in school. This habit helps parents to observe their children's progress more closely, getting a clear understanding of the children's academic development issues and creating a comfortable interaction with teachers and school staff.

Parents possess a key role and they should play this role to guide and back their children's developments and academic learnings because parents are the foremost teachers and the first educators which introduce the children to the society and school.

The schools' administrators should to take necessary steps to encourage parents in participating to enhance their children's academic outcomes and developing their skills in reading and numeracy at an early age.

Future research must emphasis on the impact of parental active involvement or association in children's education and how it might be related to socio-economic status and marital status. It should also compare parents' involvement in private and public schools with a larger sample. This could be achieved by conducting a quantitative study.

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