

THE SCOPE OF EDUCATION AND ATTITUDES OF PARENTS IN GIRLS' EDUCATION OF PUBLIC SCHOOLS SUKKUR, SINDH

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ABSTRACT

Parent involvement in the girls' child's education is consistently found to be positively associated with a child's academic performance in public schools of Sukkur. However, there has been little investigation of the instruments that explain this relationship. The present study examines two possible setups of this suggestion: the girls' child's perception of cognitive competence and the quality of the student-teacher relationship in girls and boys primary schools at Sukkur region. This study used a sample of 135 primary schools head teachers for participants, parents, and teachers. Results indicated a statistically significant association between parent involvement and the girls' child's academic performance, over and above the impact of the child's intelligence. A multiple intervention model indicated that the child's perception of cognitive competence fully facilitated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully refereed the relation between parent involvement and teacher ratings of the child's classroom academic performance. Limitations, future research directions, and implications for public policy creativities were discussed.

Keywords: Scope of education, attitudes of parents in girls' education, public schools.

INTRODUCTION/BACKGROUND

The public schools of Sindh in region Sukkur are facilitated through Sindh government. The Sukkur is the front region of Sindh during the right side of Larkana Division and the left side of Indus River. There public schools of in city old and new are 135 public primary schools. The schools are fully and facilitated from the Sindh government. In public schools were fully enrolled from the children and girls students were so fully the girls and boys schools for their education. The parent involvement in the early education is consistently found to be positively associated with a child's academic performance (DR Topor, 2010). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to their girls' enrollment in public primary schools. The influence of parent involvement on academic success has not only been noted among scholars, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively even after early elementary/primary school (Oundo, 2014). Therefore, it is important to examine factors that give to early academic success and that are agreeable to change.

Examiners have reported that parent-child connections, exactly inspiring and approachable parenting practices, are significant influences on a child's academic development (Escayg, 2014). By examining specific parenting practices that are willing to change, such as parent

involvement, and the apparatuses by which these practices influence academic performance, programs may be developed to increase the girls child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific apparatuses through which parent involvement employs its influence on girls' child's academic performance are not yet fully understood (HE Lees, 2016). Sympathetic these contrivances would inform further research initiatives and may lead to the development of more effective intervention programs designed to increase children's educational performance.

REVIEW OF RELATED LITERATURE

Parent Involvement in multiple activities of children on academic improvement

Parent were involvement has been defined and measured in multiple ways, including activities that parents engage in at home, at school, positive attitudes parents have towards their girls education, school, and teacher (R Ceballo, 2017). The difference between the activities parents participate in and the attitude parents have near education was highlighted by several recent studies. Several studies found that increased frequency of activities was related with higher levels of child enrollment in the classroom (MC Heatly, 2017), whereas positive attitudes towards education and school were associated with the girls' increased in academic performance (DL Roorda, 2017). Specifically, (Gatner, 2016) reported that an increase in the parent's school activities, such as increased number of parent-teacher associates, was related with deteriorating achievement, as increased contacts may have occurred to help the teacher manage the girls' child's present in school. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key measurement of the connection between parents and school (J Povey, 2016). Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents (Bastian, 2016).

Parent Involvement in multiple activities of study assignment

Several methods are used to measure of girls' child academic performance, including standardized achievement test scores, teacher ratings of academic performance in grades. Standardized success tests are neutral instruments that assess skills and abilities children learn through direct instruction in a variety of subject areas including reading, mathematics, and writing (Jekogian, 2016). Teacher rating scales allow teachers to rate the accuracy of the child's academic work related to other children in the class, and allow for ratings on a wider range of academic responsibilities than observed on regular achievement tests (J Parker, 2016). Report card grades allow teachers to report on classroom academic performance, but are used by few studies for early primary school children due to other reasons in the lack of a standardized grading system and uniform subject areas children are evaluated during running school hours.

The Relation between Parent and Teacher for students' enrolment

Based on previous research, it was hypothesized that parents who have a positive attitude towards their child's education, school, and teacher are able to positively influence their child's academic performance by two instruments: (a) by being engaged with the child to increase the self-perception of cognitive competence and (b) by being engaged with the teacher more positive student-teacher relationship.

Cognitive Competence in children believing and learning improvement

Observed mental capability is defined as the extent to which children believe that they had the necessary intellectual skills to be positive when implementation academic tasks, such as reading, writing, and arithmetic (Sedgwick, 2014). Earlier investigation found evidence that higher parent participation gives to an increase in a child's perceived level of competence (X Zong, 2017). There are theoretical pathways through which children's perceptions and expectations of their cognitive competence are influenced by others: (a) performance accomplishments/performance mastery, (b) vicarious reinforcement, (c) verbal persuasion, and (d) emotion regulation. In addition, a child's increased perception of cognitive competence is consistently related to higher academic performance (China, 2015). Based on theory and previous findings, suggest that perceived cognitive competence be examined to explain the relation between parent involvement and a child's academic performance. The present prevented in the region of Sukkur through primary schools as; (a) parents towards schooling and education of their girls' education. (b) Parents belonging to ethnic and non-ethnic societies with their attitude towards girls' education. (c) An important gender difference in attitudes of parents towards girls' education. (d) The future development of the parents with necessary education to their girls' education in modern concept (A Freund, 2018).

Relationship of Student-Teacher in learning achievement

A positive student-teacher relationship has been defined as the teacher's perception his or her link with the child is considered by closeness and a lack of dependence and struggle (M Zee, 2017). Familiarity is the degree of friendliness and open communication between the student and teacher, reliance is the over-reliance on the teacher as a basis of maintenance, and conflict is the degree of resistance in student-teacher relations (Dolev, 2012). Preceding study found that close, positive student-teacher relationships are positively related to a wide range of child social and academic outcomes in school (Hughes, 2017). Exactly, a close student-teacher relationship is an important predictor of a child's academic performance (T Wubbels, 2016). Previous observation has also found that parent involvement in a child's education positively influences the nature of the student-teacher relationship (Ross, 2017). Therefore, the student-teacher relationship was examined for its ability to explain the relation between parent involvements their child's in academic performance.

Present involvement of increased child engagement

Parent involvement is one reason that has been reliably related to increased child's enrolment (Salwiesz, 2015). Although this relation between parent involvement and a child's academic act is well well-known, studies have yet to examine how parent involvement increases a child's academic performance. The goal of the present study was to test two variables that may mediate, or explain how, parent involvement is related to a child's academic performance. Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Topor, 2010). Academic performance was measured by two methods: standardized achievement test scores and teacher report of academic performance through rating scales. Based on previous investment study (Gwynn, 2012) two possible mechanisms, a child's perception of cognitive competence as measured by the child's report, and the student-teacher relationship as measured by the teacher's report, were examined for their ability to facilitate the relation between parent involvement and academic performance of their children enrolment. It was predicted that parent involvement in child enrolment would no longer be a significant

predictor of a child's academic performance when the child's cognitive competence and the student-teacher relationship were accounted for in the analyses (E Kim, 2018).

RESEARCH OBJECTIVES

1. To identify the parental involvement of the girls education.
2. To examine the girls learning involvement in the studies.
3. To evaluate the teachers relationship of girls learning involvement.

Research Question

4. What are the parental involvement of the girls' education?
5. How are the girls learning involvement in the studies?
6. What are the teachers' relationship of girls learning involvement?

METHODOLOGY

Research Design

The study used descriptive in survey design because it is concerned with collecting information the status of research population and variety of study the scope of education and attitudes of parents in girls' education of public schools Sukkur, Sindh in selected the close ended questionnaires for data collection. The methods of valuation must be constructed on the requirements of the research. The researcher is used to describe the survey method whose characteristics will be concerned with information generally obtained by close ended questionnaires data collection. According to (Ndungu, 2017) situations that the ordering a questionnaire to a sample of respondents. Designated the 135 primary school's head teacher respondents for data collection and analyzed with SPSS software. This observes that the survey studies are conducted to determine and report the study the scope of education and attitudes of parents in girls' education of public schools Sukkur, Sindh.

Population

The target 135 head teachers for population comprised who is the study the scope of education and attitudes of parents in girls' education of public schools Sukkur, Sindh.

Sample and Sampling

This sampling used for selected population of primary school head teachers in rural contexts of Sukkur District respectively on the sample of 135 heads for respondents was considered to be suitable demonstration of the defendants. The investigation used to simplify sufficient to be particular terms expenses of data analysis. The themes and other necessary details of the school/head teachers in the division were obtained from the area education office. All the selected head teachers of the sample schools were included in the study and simplified.

Data Analysis and Interpretation

The complete questionnaire was appropriately of fully responding to incase used the available responses to analyze data and initially sought information on various administrative proceeding aspects of respondents' on difficulties in the academic administration profession. In this study, testing the suitable responding the answers for regarding study the scope of education and attitudes of parents in girls' education of public schools Sukkur, Sindh. The data were then interpreted through SPSS software for frequency and percentage. The data obtained was organized and then analyzed descriptively using coupled methods to refer a systematic description of the objectives and with which certain themes would have

been used to comprise the sample. The results frequency which in idea appeared was understood a measure of standing, consideration by ratios and regularities taken.

FINDINGS AND DISCUSSION

The study was influenced by increased concern with the primary school head teachers of Sukkur District. During their headship had attitudes of parents in girls' education of public schools Sukkur, Sindh in the school environment and better facilitation for students, classroom completion, teaching and non-teaching staff in complete with study managed. The study sought to establish the following study objectives; to identify the parental involvement of the girls' education; to examine the girls learning involvement in the studies; to evaluate the teachers' relationship of girls learning involvement. One hundred thirty five head teachers are sample for population.

Table 1: Head teachers' views about the scope of education and attitudes of parents in girls' education

Analyzed Items: Strongly Agree (SA), Agree (A), Undecided (UD), Strongly Disagree (SDA), Disagree (DA).

S. No	Item	SA	A	UD	SDA	DA	Total
1	Schools are facilitated for girls education	47	33	4	25	26	135
2	Girls easily take education from schools	65	35	3	24	8	135
3	Parents likes free education for their girls	55	45	5	21	9	135
4	Teachers gives full protocol for girls study	57	49	7	14	8	135
5	Head teachers are evaluate the girls learning in the schools	63	43	6	15	8	135
6	Head teachers involvement the parents for girls enroll in schools	73	47	1	11	7	135
7	Girls are save for education in the schools	71	45	8	6	5	135

Table 2. Analysis of research questions and related items

Item	SA	A	UD	SDA	DA	Total
1	47%	33%	4%	25%	26%	135%
2	65%	35%	3%	24%	8%	135%
3	55%	45%	5%	21%	9%	135%
4	57%	49%	7%	14%	8%	135%
5	63%	43%	6%	15%	8%	135%
6	73%	47%	1%	11%	7%	135%
7	71%	45%	8%	6%	5%	135%

They were selected from (sampled) schools. Data collection was done using questionnaires with five Likert items of (Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree). While data was analyzed using descriptive statistics with SPSS software in frequency and percentage. The study concluded the head teachers of District Sukkur were answered from the head teachers strongly agree and agree. The head teachers are headship had attitudes of parents in girls' education of public schools of the teaching and learning of students, which included best of classrooms' with cooperation in the provision of parents' requirements for learning facilities of classroom usage of study for teaching, learning investment. The examination suggests that the government should address the usage of school strategies like the arrangement of additionally showing staff, assembling more schools which are real challenges looked by primary school head educator in managerial procedures in realm settings of District Sukkur. At long last, the examination prescribes that the administration of Sindh should offer constant preparing, finish offices to the set out educators toward understudies' administration to stay up with the latest with aptitudes that help them to run their schools adequately. The government encouraged all the elementary school with organization and the school condition.

CONCLUSION

The Sindh governments across the country have passed a number of laws to support other ways of involving families in education such as: requiring businesses to allow their employees time off to participate in their child's schooling; granting state workers the right to use vacation, sick leave, or other arranged time to attend school functions; including course credits in family development and parent involvement for teacher certification; requiring schools to hold two parent/teacher conferences each year; providing supplemental funds for high-poverty districts for preschool, four-year-old kindergarten, summer school, and parent outreach activities; and requiring school district report cards to include progress on parent involvement. To date, state governments have taken a number of individual actions to promote family school involvement, but to date no state has developed a comprehensive, well-funded vision for family involvement. The potential exists for a state to position itself as a leader in promoting family involvement in the education of its children. The bottom line is this: policymakers do not have a choice about whether they affect families' ability to educate their children.

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