

# Relationship between The Type of Parent Involvement and High School Student Academic Achievement and Attitude Toward School

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## Abstract

The main purpose of this research was to find out the relationship between the type of parent involvement and high school student academic achievement and attitude toward school in selected Basic Education High Schools in Tatkon Township. There were 593 Grade-9 students in selected high schools included in this study. Two student questionnaires, Student Questionnaire for parent involvement and Student Questionnaire for student attitude toward school, measure the relationships among the constructs. Descriptive statistics and bivariate correlations were used in analyzing data. The results of the study indicated that the students from School A had rated concerning their parent involvement ( $\bar{X}$ =3.78) was the highest mean score and the students from School F had rated concerning their parent involvement ( $\bar{X}$ =2.75) was the lowest mean score. Besides, it was found that parent involvement in Grade A ( $\bar{X}$ =4.01), Grade B ( $\bar{X}$ =3.77) and Grade C ( $\bar{X}$ =2.91). Based on these findings, students with Grade A whose parents had found highest involvement and students with Grade C whose parents had found lowest involvement. In addition, the type of parent involvement were positively and moderately related to student attitude toward school ( $r=.510$ ,  $p<0.05$ ). Then, all types of parent involvement and student attitude toward school were significantly related to each other. Therefore, it can be concluded that the type of parent involvement were necessary to improve student academic achievement and attitude toward school.

**Keywords:** parent involvement, academic achievement, attitude toward school

## Introduction

Education is one of the most influential and important factors of a child's life. Parents are the first and primary teachers for a child. Therefore,

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one way of improving children academically is to increase parent involvement in children's education. Parent involvement is an influential source that can encourage student's natural talents, improve student's behaviour, increase classroom attendance, promote classroom compliance and increase adolescent achievement (Lee, Kuser & Cho, 2007, cited in Martin, 2013). Therefore, parent involvement in their children's education determines and shapes their children's future lives. Academic achievement may be defined as excellence in all academic disciplines, in class as well co-curricular activities (Mimrot, 2016). Only in this study, academic achievement refers to the pass grade in Grade-8 examination by Grade-9 students at selected Basic Education High Schools in Tatkon Township. If parents want their children to become outstanding people, they should support their children not to be intelligent in academic disciplines but to have positive attitude toward school. Attitude towards schooling denotes a positive or negative predisposition towards schooling and important to educational psychology because they strongly influence social thought, the way an individual thinks every activity in the school environment, which could be cognitive, emotional, or behavioral (Bernstein, Penner, Clarke-Stewart & Roy, 2006, cited in Kpolovie et al, 2014). Therefore, parents should involve in their children's learning activities in order to become all-round developed students.

### **Purpose of the Study**

The main purpose is to study the relationship between the type of parent involvement and high school student academic achievement and attitude towards school at selected Basic Education High Schools in Tatkon Township.

The specific purposes of this study are;

- To investigate the students' perception on the type of parent involvement at Selected Basic Education High Schools in Tatkon Township.
- To express relationship between the type of parent involvement and high school student academic achievement at Selected Basic Education High Schools in Tatkon Township.
- To determine relationship between the type of parent involvement and high school student attitude toward school at Selected Basic Education High Schools in Tatkon Township.

### **Research Questions**

- How do students perceive the type of parent involvement at Selected Basic Education High Schools in Tatkon Township?
- Is there any relationship between the type of parent involvement and high school student academic achievement at Selected Basic Education High Schools in Tatkon Township?
- Is there any relationship between the type of parent involvement and high school student attitude towards school at Selected Basic Education High Schools in Tatkon Township?

### **Definition of the Key Terms**

#### **Parent Involvement**

Parent involvement is defined as the active and willing participation of parents in a wide range of school-based and home-based activities, which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children's homework at home. Parent involvement implies mutual cooperation, sharing and support (Squelch & Lemmer, 1994, cited in Jafarov, 2015).

**Student Academic Achievement** can be defined as the outcome of education as it indicates the extent to which the student, teacher, curricular and indeed the educational institution has achieved the predetermined educational goals. Academic achievement is commonly measured with examinations that assess important procedural knowledge high student have learnt (Engel, 2002; Bennett, 2003; Bishin, 1973, cited in Kpolovie, 2014).

**Student Attitudetoward School** can be defined as beliefs, thoughts and opinions about school (Veresova & Mala, 2016).

#### **Operational Definition**

##### **Student Academic Achievement**

In this study, student academic achievement is the pass grade in Grade-8 examination by Grade-9 students at selected Basic Education High Schools in Tatkon Township.

##### **Student Attitude toward School**

In this study, student attitude toward school denotes a student's feeling of belonging to the school community as evidenced by a score on

the School Attitude Assessment Survey-Revised (McCoach & Seigle, 2002).

### **Theoretical Framework**

This study was guided by Epstein's (1996, cited in Nojaja, 2009) theoretical perspectives on parent involvement in children's education. In her theoretical perspective, Epstein (1996, cited in Nojaja, 2009) argued that there are mutual interests and influence of families and schools that can be more or less successfully promoted by the policies and programmes of the organizations and the action and attitudes of the individuals in the organization. Although some practices of families and schools are conducted independently, other practices reflect the shared responsibilities of parents and educators for the learners' learning and development. When educators and administrators adhere to the perspective of separate responsibilities of families and schools, they emphasize the specialization of skills required by educators for school training and by parents for home training.

According to Epstein (1996, cited in Nojaja, 2009), when educators and parents emphasize their shared responsibilities, they support the generalization of skills required by educators and by parents to produce educated and successful learners. Their combination of labour pushes the spheres of family and school influence together, increases interaction between parents and school personnel about the developing learner, and creates school-like families and family-like schools. Schools, family and community partnerships cannot simply produce successful learners. She assumed that if learners feel cared for and encouraged to work hard in the role of learner, they are more likely to do their best academically and to remain at school. Quilliams and Beran (2009, cited in Henning, 2013) says that the more parents are involved in the school and actively promote learning at home, the higher the student's grades.

## **Review of Related Literature**

### **Parent Involvement**

Parental involvement can be defined as parents' participation in children's schooling by providing resources to children within a given domain, more specifically in the academic domain of children's lives (Domont, 2012, cited in Martin, 2013).

## **Types of Parent Involvement**

Epstein's framework of six major types of parental involvement include: parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils, committees) and collaborating with the community (matching community services with family needs and serving the community) (Epstein, 1995, cited in Rafiq, Fatima, Sohail, Sakem & Khan, 2013).

**Type one: Parenting** Schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways. Outcomes associated with type one activities include improvements in students' behavior, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of, and respect for, their students' families.

**Type Two: Communicating** Some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them may be positive in nature. School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated. Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their

understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress.

**Type Three: Volunteering** Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules. They are also challenged to encourage students to volunteer in their community as part of the learning process. Type three activities are designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations, etc. and help them develop their own skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual students as a result of volunteer help.

**Type Four: Learning at Home** Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school. Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also inform parents about their systems of tracking students and other practices so that parents may help make decisions that are in their children's best interests. Type four activities may help bridge any cultural or class disconnect between home and school environments. Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools

must also work with parents to ensure that students set academic goals, prepare for career transitions, and make appropriate course selections. Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers. Type four activities are also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support all types of families are able to provide students.

**Type Five: Decision-making** Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parents and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development.

**Type Six: Collaborating with the Community** Schools and families must draw regularly upon community resources to support their efforts to educate children. In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Student outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with

real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning. Outcomes associated with type six activities include increased skills and talents for those students participating in productive extra-curricular programs. Students may also develop a better understanding of the real world and career options. Parent-related outcomes include an awareness of local resources they can tap to support their children and families. They will also be more likely to interact with other families in the community. Teachers are expected to develop an understanding of resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 1995, cited in Rafiq et al., 2013).

### **Concepts of Adolescence**

Adolescence referred to a period between childhood and adulthood that extended between ages 14 and 25 years in males and 12 and 21 years in females (Murray et al; 1989, cited in Curtis, 2015). Hall's (1904, cited in Curtis, 2015) original conception of adolescence included both genders between the ages of 14 and 24 years. Adolescence is defined as individuals between 10 and 19 years, "youth" between 15 and 24 years, and "young people" between 10 and 24 years (Blum & Nelson-Nmari, 2004, cited in Curtis, 2015).

### **Factors Influencing Adolescence Development**

During the transition into adolescence, adolescents spend increasing amounts of time alone and with friends, and there is a dramatic drop in time adolescents spend with their parents (Larson & Richards 1991, cited in Steinberg & Morris, 2001). Indeed, adolescents bring many qualities to their peer relationships that develop early in life as a result of socialization experiences in the family. Peers influence academic achievement and prosocial behaviors (Mounts & Steinberg 1995, Wentzel & Caldwell 1997, cited in Steinberg & Morris, 2001), as well as problem behaviors such as drug and alcohol use, cigarette smoking, and delinquency. Genetic factors strongly influence aggression, antisocial behavior, and delinquency. Genetic factors also have been linked to internalizing problems in adolescence, such as risk for suicide and depressed mood (Blumenthal & Kupfer 1988, Jacobson & Rowe, 1999, cited in Steinberg & Morris, 2001). Intelligence in adolescence (as indexed by IQ) is also under strong genetic control, with genetic influences compounding over time and becoming more influential



than the family environment (Loehlin et al 1989, cited in Steinberg & Morris, 2001). Parental education moderates the heritability of IQ, however, with genetic influences being stronger in families with highly-educated parents, consistent with the general notion that heritabilities are generally higher in more favorable environments (Rowe et al 1999, cited in Steinberg & Morris, 2001). There is also growing evidence that some of the impact of parenting on adolescent adjustment, depression, and antisocial behavior can be explained to a large extent by genetic transmission (Neiderhiser et al 1999, cited in Steinberg & Morris, 2001). As children mature from childhood to early adolescence, sibling conflict increases, with adolescents reporting more negativity in their sibling relationships compared to their relationships with peers (Buhrmester & Furman 1990, cited in Steinberg & Morris, 2001). As siblings mature, relations become more egalitarian and supportive, and as with the parent-adolescent relationship, siblings become less influential as adolescents expand their relations outside the family (Hetherington et al 1999, cited in Steinberg & Morris, 2001). The quality of the sibling relationship affects not only adolescents' peer relations, but their adjustment in general (Seginer 1998, cited in Steinberg & Morris, 2001).

### **Student Academic Achievement**

Trow (1956, cited in Mimrot, 2016) defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance”.

Good (1973, cited in Joshi & Srivastava, 2009) has defined, academic achievement as knowledge attitude or skill development in the school subject usually designed by test scores or by marks assigned by teacher or by both.

### **Student Attitude toward School**

The term ‘attitude’ refers to global and enduring predispositions, whether favourable or unfavourable, towards a stimulus or class of stimuli (Wittenbrink 2007, cited in Seker, 2011).

Eagly & Chaiken's (1993, cited in Seker, 2011) widely defined attitude as ‘a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. The School Attitude Assessment Survey-Revised for student attitude includes academic self-

perception, attitude toward teacher, attitude toward school, goal-valuation and motivation.

**Academic Self-Perception:** The perceptions students have concerning their skills influence the types of activities they select, how much they challenge themselves at those activities, and the persistence they exhibit once they are involved in the activities (Ames, 1990; Bandura, 1977; Schunk, 1981, cited in McCoach & Siegle, 2003).

**Attitude toward Teacher:** Teachers' personality and organization may affect students' achievement (Peters, Grager-Loidl, & Supplee, 2000, cited in McCoach & Siegle, 2003). Many underachievers also exhibit problems with authority, including problems with teachers and school personnel (Mandel & Marcus, 1988, cited in McCoach & Siegle, 2003).

**Attitudetoward School:** Attitude toward school consists of the students' self-reported interest in and affect toward school. Previous research suggests that underachievers appear to display negative attitudes toward school (Burns, 1992; Diaz, 1998; Ford, 1996, cited in McCoach & Siegle, 2003). Underachievers exhibit more negative attitudes toward school than average and high achievers do (Mandel & marcus, 1988, cited in McCoach & Siegle, 2003).

**Goal-Valuation:** Children's goals and achievement values affect their self-regulation and motivation (Wigifield, 1994, cited in McCoach & Siegle, 2003) because goals influence how children approach, engage in, and respond to achievement tasks (Hidi & Harackiewicz, 2000, cited in McCoach & Siegle, 2003). When students value a task, they are more likely to engage in, expend more effort on, and do better on the task. Future goals play an important role in providing task value (Wigifield, 1994, cited in McCoach & Siegle, 2003). Emerick (1992, cited in McCoach & Siegle, 2003) reported that high school gifted underachieving students perceived themselves as able to reverse their underachievement by developing goals that were personally motivating and directly related to academic success.

**Motivation and self-regulation:** Self-regulation refers to students' "self-generated thoughts, feelings, and actions which are systematically oriented toward the attainment of goals". Self-regulation comprises processes by which people are metacognitively, motivationally, and behaviorally active participants in their own learning (Zimmerman, 1994, cited in McCoach & Siegle, 2003). Self-regulation is a significant predictor of academic

achievement, and the use of internalized self-regulatory strategies help individuals to achieve in school. However, “knowledge of cognitive and metacognitive strategies is usually not enough to promote student achievement; students also must be motivated to use the strategies as well as regulate their cognition and effort” (Pintrich & DeGroot, 1990, cited in McCoach & Siegle, 2003).

### **Methodology**

This study used a descriptive statistical design. Quantitative research method was used to carry out the study. Quantitative research design involves collecting data in order to test hypothesis or answer questions concerning the current status of the subjects of the study (Gay, 1987). In this paper, as survey method is one of the descriptive methods was used. The target population for this study was 593 Grade-9 Students at selected Basic Education High schools in Tatkon Township. A distribution of participating schools was monitored and adjusted. Among 11 Basic Education High Schools (not including the branch schools) in Tatkon Township, 2 urban schools, 2 sub-urban schools and 3 rural schools are chosen. Participating students were sampled by computing 30% of all population from each school.

### **Instrumentation**

In this study, the questionnaire survey method was chosen as an instrument to collect the appropriate data. As instrument, two sets of questionnaire, Parent Involvement Questionnaire and Student Attitude toward School Questionnaire for students were used to gather information for this study.

In order to examine the types of parent involvement, including 6 types such as (1) Parenting; (2) Communicating; (3) Learning at Home; (4) Volunteering ; (5) Decision Making and (6) Collaborating with Community, developed by the National Educational Longitudinal Survey (2002) of the United States Department of Education were used. This questionnaire consists of 25 items: 3 items for Parenting, 2 items for Communicating, 10 items for Learning at Home, 5 items for Communicating with Community, 4 items for Volunteering and 2 items for Decision Making. These total 25 items were used in this study. In this

questionnaire, 5-point Likert scale including “(1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree” was used.

“Student Attitude toward School” was developed by McCoach & Siegle in 2003 in order to examine the student attitude towards school. This questionnaire consists of five dimensions such as student attitude toward schools, attitude toward teacher, motivation, academic self-perception and goal-valuation. There are 35 items: 5 items for student attitude toward school, 7 items for student attitude toward teacher, 10 items for motivation, 7 items for academic self-perception, 6 items for goal-valuation. These total 35 items were used in this study. The original questionnaire developed by McCoach & Siegle (2003) used 7-point Likert scale from “(1) Strongly Disagree” to “(7) Strongly Agree”, but 5-point Likert scale including “(1) Strongly Disagree, (2) Disagree, (3) Neither Agree nor Disagree, (4) Agree and (5) Strongly Agree” was used by the researcher in this study.

### **Procedure**

For the content validity, the questionnaire were evaluated and revised by the experts who are well experienced and mastery in this field. According to this review, comments and suggestions, the instruments were modified again. To test the reliability of questionnaire items, pilot study was conducted. To have adequate reliability, all dimensions from the pilot study were judged using Cronbach’s alpha. The researcher reviewed and revised the items included in the questionnaire for students and eliminated some items with correlation coefficient less than 0.3.

After taking permission from the responsible person, questionnaires were distributed to 7 selected Basic Education High Schools in Tatkon Township on January 8<sup>th</sup>, 2017 to January 12<sup>th</sup>, 2017 and collected them after one week. Data collected were listed by each school and data obtained from the study were scored. Based on the results of responses, this study was conducted in order to explore relationship between the type of parent involvement and high school student academic achievement and attitude toward school perceived by Grade-9 students.

### **Research Findings**

The purpose of this study was to investigate if there were any relationship between the type of parent involvement and high school student academic achievement and attitude toward school at selected Basic

Education High Schools in Tatkon Township. The findings from the statistical analyses of the data collected in relation to the purpose of the study as well as discussions of the findings were presented. The data collected were analyzed in terms of descriptive statistics, results of ANOVA and Pearson's Product Moment Correlation.

### 1. For Research question No (1)

**Table 1. Mean Scores for the Type of Parent Involvement at Selected Basic Education High Schools in Tatkon Township**

Dimensions	Mean	A N=182	B N=207	C N=44	D N=79	E N=21	F N=42	G N=18	Total N=593
<b>P</b>	<b>Mean</b>	3.98 (HI)	3.81 (HI)	3.54 (MI)	3.47 (MI)	3.74 (HI)	3.52 (MI)	3.57 (MI)	<b>3.77</b> (HI)
<b>C</b>	<b>Mean</b>	3.7 (HI)	3.65 (MI)	2.35 (MI)	2.99 (MI)	3.20 (MI)	2.72 (MI)	3.17 (MI)	<b>3.38</b> (MI)
<b>LAH</b>	<b>Mean</b>	3.99 (HI)	3.80 (HI)	3.24 (MI)	3.19 (MI)	3.26 (MI)	2.96 (MI)	3.21 (MI)	<b>3.64</b> (MI)
<b>V</b>	<b>Mean</b>	3.78 (HI)	3.57 (MI)	2.98 (MI)	2.78 (MI)	3.24 (MI)	2.80 (MI)	2.81 (MI)	<b>3.40</b> (MI)
<b>DM</b>	<b>Mean</b>	3.33 (MI)	3.22 (MI)	1.91 (LI)	1.91 (LI)	1.59 (LI)	1.73 (LI)	1.94 (LI)	<b>2.78</b> (MI)
<b>CC</b>	<b>Mean</b>	3.89 (HI)	3.72 (HI)	3.04 (MI)	2.98 (MI)	2.95 (MI)	2.79 (MI)	3.14 (MI)	<b>3.51</b> (MI)
<b>Overall</b>	<b>Mean</b>	3.78 (HI)	3.63 (MI)	2.84 (MI)	2.88 (MI)	3.00 (MI)	2.75 (MI)	2.98 (MI)	<b>3.41</b> (MI)

1-2.33= low involvement 2.34-3.67= moderate involvement

3.68-5.00= high involvement

Note: P= Parenting, C= Communicating,  
LAH= Learning at Home, V= Volunteering,  
DM= Decision Making, CC=Communicating with Community,

HI= High Involvement,      MI= Moderate Involvement,  
LI= Low Involvement

According to Table 1, it was found that the students from all selected basic high schools rated various levels concerned with “Parenting”, “Communicating”, “Learning at Home”, “Collaborating with Community”, “Volunteering” and “Decision Making”. When examining the type of parent involvement perceived by students from 7 selected high schools, it was found that in Type 1 “Parenting”, Schools A, B and E had high levels but Schools C, D, F and G had moderate levels of parent involvement. In Type 2 “Communicating”, School A had high level but Schools B, C, D, E, F and G had moderate levels of parent involvement. In Type 3 “Learning at Home”, Schools A and B had high levels but Schools C, D, E, F and G had moderate levels of parent involvement. In Type 6 “Communicating with Community”, Schools A and B had high levels but Schools C, D, E, F and G had moderate levels of parent involvement. In Type 4 “Volunteering”, School A had high level and Schools B, C, D, E, F and G had moderate levels of parent involvement. In Type 5 “Decision Making”, Schools A and B had moderate levels but Schools C, D, E, F and G had low levels of parent involvement. Type 1 “Parenting” had highest mean (3.77) followed, in descending order, by Type 3 “Learning at Home” (3.64), Type 6 “Collaborating with Community” (3.51), Type 4 “Volunteering” (3.40), Type 2 “Communication” (3.38) and Type 5 “Decision Making” (2.78).

## 2. For research Question No (2)

**Table 2. Mean Scores for the Type of Parent Involvement Grouped by Academic Achievement in All Selected Basic Education High Schools**

<b>Dimension</b>	<b>Mean</b>	<b>Grade A</b>	<b>Grade B</b>	<b>Grade C</b>	<b>Total</b>
Parenting	Mean	4.19 (HI)	3.97 (HI)	3.46 (MI)	3.77 (HI)
Communicating	Mean	3.97	3.81	2.81	3.38

Dimension	Mean	Grade A	Grade B	Grade C	Total
		(HI)	(HI)	(MI)	(MI)
Learning at Home	Mean	4.12 (HI)	3.93 (HI)	3.24 (MI)	3.69 (HI)
Volunteering	Mean	4.06 (HI)	3.72 (HI)	2.92 (MI)	3.40 (MI)
Decision Making	Mean	3.63 (MI)	3.36 (MI)	1.99 (LI)	2.78 (MI)
Communicating with Community	Mean	4.10 (HI)	3.83 (HI)	3.06 (MI)	3.51 (MI)
Overall	Mean	4.01 (HI)	3.77 (HI)	2.91 (MI)	3.41 (MI)

1-2.33= low involvement      2.34-3.67= moderate involvement  
 3.68-5.00= high involvement

Note: P= Parenting, C= Communicating,  
 LAH= Learning at Home, V= Volunteering,  
 DM= Decision Making, CC= Communicating with Community,  
 HI= High Involvement, MI= Moderate Involvement

According to Table 2, it was found that the students from all selected basic high schools rated various levels concerned with "Parenting", "Communicating", "Learning at Home", "Volunteering" and "Decision Making" and "Communicating with Community" grouped by student academic achievement. Type 1 "Parenting" had the highest mean (3.77) followed, in descending order, by Type 3 "Learning at Home (3.69), Type 6 "Communicating with Community" (3.51), Type 4 "Volunteering" (3.40), Type 2 "Communication" (3.38) and Type 5 "Decision Making" (2.78). It was found that the type of parent involvement by Grade A had highest mean (4.01) followed, in descending order, by Grade B had mean (3.77) and by Grade C had mean (2.91). Based on their responses, students with Grade A whose parents had high level of parent involvement, students

with Grade B whose parents had high level of parent involvement and students with Grade C whose parents had moderate level of parent involvement. Moreover, students with Grade A whose parents had highest level of parent involvement and students with Grade C whose parents had lowest level of parent involvement according mean scores.

### 3. For Research Question No (3)

**Table 3. Correlations between Type of Parent Involvement and Student Attitude toward School in selected All High Schools**

	P	C	LAH	CC	V	DM	PI
SATS	<b>.335**</b>	<b>.403**</b>	<b>.496**</b>	<b>.449**</b>	<b>.439**</b>	<b>.396**</b>	<b>.510**</b>

Note:  $p < 0.01$  level

Note: SATS= Student Attitude toward School, P= Parenting,  
 C= Communicating, LAH= Learning at Home,  
 CC= Communicating with Community, V= Volunteering,  
 DM= Decision Making, PI= Parent Involvement

The Pearson-product moment correlation was utilized to find out the relationship between type of parent involvement and student attitude toward school. Table 3. shows correlations between type of parent involvement and student attitude toward school in all selected high schools. According to table 3, six types of parent involvement such as “Parenting” ( $r=.335$ ,  $p < 0.01$ ) was low correlated with student attitude toward school and “Communicating” ( $r=.403$ ,  $p < 0.01$ ), “Learning at Home” ( $r=.496$ ,  $p < 0.01$ ), “Communicating with Community” ( $r=.449$ ,  $p < 0.01$ ), “Volunteering” ( $r=.439$ ,  $p < 0.01$ ) and “Decision Making” ( $r=.396$ ,  $p < 0.01$ ) were moderate correlated with student attitude toward school. Similarly, overall type of parent involvement ( $r=.510$ ,  $p < 0.01$ ) was positively moderate correlated with student attitude toward school.



## Discussion and Conclusion

The purpose of this study was to determine the relationship between the type of parent involvement and high school student academic achievement and attitude toward school perceived by students in all selected Basic Education High Schools in Tatkon Township. Student Questionnaire for parent involvement developed by the National Educational Longitudinal Survey (2002) of the United States Department of Education was used to assess the type of parent involvement in selected high schools. On the other hand, students were examined through the use of "School Attitude Assessment Survey-Revised" developed by McCoach & Siegle (2003) in order to find out student attitude toward school in selected high schools.

**Research question one** evaluated the type of parent involvement in selected high schools perceived by students. When examining the type of parent involvement perceived by students from 7 selected high schools, it was found that in Type 1 "Parenting", Schools A, B and E had high levels but Schools C, D, F and G had moderate levels of parent involvement. In Type 2 "Communicating", School A had high level but Schools B, C, D, E, F and G had moderate levels of parent involvement. In Type 3 "Learning at Home", Schools A and B had high levels but Schools C, D, E, F and G had moderate levels of parent involvement. In Type 6 "Communicating with Community", Schools A and B had high levels but Schools C, D, E, F and G had moderate levels of parent involvement. In Type 4 "Volunteering", School A had high level and Schools B, C, D, E, F and G had moderate levels of parent involvement. In Type 5 "Decision Making", Schools A and B had moderate levels but Schools C, D, E, F and G had low levels of parent involvement.

**Research question two** investigated the relationship between the type of parent involvement and high school student academic achievement perceived by students in selected Basic Education High Schools. Based on the findings, it was found that the type of parent involvement by Grade A had highest mean (4.01), by Grade B had mean (3.77) and by Grade C had mean (2.91). Based on students' responses, students with Grade A whose parents had high level of involvement, students with Grade B whose parents had high level of involvement and students with Grade C whose parents had moderate level of involvement. Moreover, students with Grade A whose parents had found the highest involvement but students with

Grade C whose parents were the lowest involvement according to the mean scores. According to Chen (2009, cited in Jafarov, 2015), the relationship between parent involvement and their children is a major force that influences overall development and a child's outcome, such as academic achievement.

**Research question three** examined the relationship between the type of parent involvement and high school student attitude toward school perceived by students in selected Basic Education High Schools. Based on the findings, six types of parent involvement such as "Parenting" ( $r=.335$ ,  $p<0.01$ ) was low correlated with student attitude toward school and "Communicating" ( $r=.403$ ,  $p<0.01$ ), "Learning at Home" ( $r=.496$ ,  $p<0.01$ ), "Communicating with Community" ( $r=.449$ ,  $p<0.01$ ), "Volunteering" ( $r=.439$ ,  $p<0.01$ ) and "Decision Making" ( $r=.396$ ,  $p<0.01$ ) were positively moderate correlated with student attitude toward school. Similarly, overall type of parent involvement ( $r=.510$ ,  $p<0.01$ ) was positively moderate correlated with student attitude toward school. According to Quilliams & Beran (2009, cited in Henning, 2009), children who have positive attitudes towards school and learning and are supported by their parents generally have higher academic achievement.

Finally, this study leaves an important message to those who are trying their school to be effective and to improve the quality of education. It seems that when parents got involved in their children's learning activities and school activities, their children got success in academic achievement and positive attitude toward school. Moreover, students could improve their educational aspirations and outcomes when their parents attended school meetings such as PTA meetings and parent-teacher conferences, volunteered at school, established relationships with teachers and principals about their children's learning progress, assisted their children's homework and might be involved in decision-making groups such as PTA and Broad of Trustee.

### **Recommendation for Further Research**

This paper contributed to study the relationship between the type of parent involvement and high school student academic achievement and attitude toward school. The sample involved 593 students from selected Basic Education High Schools in Tatkon Township.

Firstly, further study should be conducted by using demographic information and student sizes as variables in order to find out the relationship between type of parent involvement and high school student and attitude toward school.

Secondly, more longitudinal studies need to be conducted on student academic achievement and attitude toward school. Parents' perception and teachers' perception should also be selected as sample in further studies.

Finally, interviews and observation could be conducted to examine how parents actively involved in their children's learning and school activities.

### **Acknowledgements**

I would to offer my respectful gratitude to Dr. Saw Pyone Naing (Rector), Dr. Daw Khin Mar Yee (Professor and Head of Department, Department of Educational Theory), U Myint Oo (Lecturer, Department of Educational Theory), Sagaing University of Education and Daw Sein Sein Yee (Retired Lecturer, Department of Educational Theory, Yangon University of Education). Finally, we are in debted to all people who supported to complete this study.

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