

International Journal of Human Sciences Research

IMPACT OF THE INVOLVEMENT OF PARENTS IN THE SCHOOL EDUCATION OF THEIR CHILDREN

Ernesto Alonso Carlos-Martínez
Instituto Tecnológico Superior de
Cajeme. PhD in Social Sciences

Luz Alicia Galván-Parra
Instituto Tecnológico de Sonora.
Doctor of Education

Grace Marlene Rojas-Borboa
Instituto Tecnológico de Sonora.
Doctor of Education

María Antonieta Peraza-Liera
Instituto Tecnológico de Guaymas.
Doctor of Education

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



INTRODUCTION

In Mexico, although significant progress has been made on the issue of educational coverage, it has not been possible to move as quickly in order to offer quality education for all boys and girls, which is reflected in the results of the different national and international evaluations carried out on our students (Backhoff, 2013; National Institute for the Evaluation of Education ([INEE], 2012). Undoubtedly, educational quality is a complex phenomenon that is related to student characteristics and particularities of their socio-family and educational environments (Murillo & Román, 2011).

Particularly within the family environment, the effects of both structural aspects (socioeconomic level, cultural capital and type of family) and functional elements (family climate, educational expectations and participation in the education of children) on school success have been demonstrated. (Flouri & Buchanan, 2003; Raty, Kasanen & Laine, 2009; Valdés, Martín & Sánchez, 2009). The present work addresses precisely the issue of parental participation in the education of their children, which is one of the factors regarding which more than has been investigated internationally but on which there are still limited studies in Mexico (Valdes & Vera, 2013).

Despite the recognized importance of parental participation in their children's education as a tool for improving educational quality, by educational policy in Mexico, from the institutionalization in 1993 of the 'Councils of Social Participation', the achievement of effective parental involvement is still an important weakness of the Mexican Educational System (Martínez, Bracho & Martínez, 2007). The participation of families in education includes all the activities that they carry out at home, with school institutions and with the community to promote the academic

success of their children and students in general (Graham, 2011).

The model proposed by Epstein, Sander, Salinas, Jansorn and Van Voorhis (2002) identifies six ways in which parents participate in education: a) Upbringing, which includes actions by the family that promote the acquisition of habits, values and behaviors that facilitate adaptation to the demands of the school; b) Communication with the school, referring to practices aimed at maintaining and sharing information, both with teachers and managers, with the purpose of favoring the performance of the child and the management of the school; c) Support for learning at home, which includes supervision and help in carrying out extracurricular activities that support learning of the school curriculum, d) Decision-making, which involves actions such as being part of organizations that participate in decisions relating to school; e) Volunteering, implies the involvement of parents in actions aimed at using community resources to support student learning and f) Collaboration with the community, which includes actions by parents aimed at using the resources of their communities with the purpose of promoting school management and children's learning. In the present study, the support and supervision of parents are assumed as important variables of the previous model so that students can successfully complete their extracurricular tasks (family social support, self-efficacy in homework and school commitment).

Although the factors that affect the involvement of parents in the education of their children are diverse, there are numerous coincidences in that aspects related to the school context such as: The social support of teachers to address the various problems faced by students, as well as the existence of a pleasant atmosphere of companionship among students can favor or hinder the

effective participation of parents (Epstein, 2011; Hepworth & Riojas-Cortez, 2012).

The present study is based on the findings that show the importance of the participation of families and the school context as tools for improving educational quality. This is suggested by the accumulated findings in the literature that the characteristics of the families themselves and the practices of the schools play an important role in promoting effective parental involvement (Epstein, 2011; Hornby & Lafaele, 2011).

Based on the above, the purposes of this study are: 1) Validate instruments that are capable of measuring each of the family and school context variables; 2) Demonstrate the predictive effect that family variables (family social support, self-efficacy in homework and school commitment) and school context (teacher social support and peer social support) have on the greater or lesser participation of parents in their children's studies at the basic middle level.

METHOD

Through a non-probabilistic sampling, 495 students were selected, assigned to 30 public secondary schools located in the south of the state of Sonora, who were enrolled in the grades of 1^{ro}, 2^{do} and 3^{ro}. The sample consisted of 270 (54.5%) women and 225 (45.5%) men. The average age of the boys and girls was 12.94 (SD =.90) years. Each of them answered a questionnaire which was made up of five scales that were validated (Blunch, 2013; Byrne, 2010) through confirmatory factor analysis.

RESULTS

Family Social Support Scale (ASF). An instrument developed by Kerres (2002) was validated to measure the perception of satisfactory family social support ($X^2 = 21.68$, $gl = 14$, $p = .085$; $CFI = .99$; $SRMR = .03$; $RMSEA = .03$, $IC 90 [.00 -.05]$). It consists of seven items that measure family social support (See Annexes), understood as the involvement of parents in their children's academic tasks (example: they help me develop my academic skills, they make suggestions for improvement). It was answered using a Likert-type scale with four response options, ranging from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Many times) and 5 (Always).

Teacher Social Support Scale (ASD). An instrument developed by Kerres (2002) was validated to measure the perception of teacher social support ($X^2 = 26.19$, $gl = 14$, $p = .024$; $CFI = .99$; $SRMR = .03$; $RMSEA = .04$, $IC 90 [.01 -.06]$). It consists of seven items that measure teacher social support (See Annexes), understood as the type of relationship between students and teachers (example: they take care of me, they are fair in dealing with others). It was answered using a Likert-type scale with four response options, ranging from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Many times) and 5 (Always).

Peer Social Support Scale (ASC). An instrument developed by Kerres (2002) was validated to measure the perception of social support by peers ($X^2 = 23.10$, $df = 9$, $p = .006$; $CFI = .98$; $SRMR = .03$; $RMSEA = .05$, $CI 90 [.02 -.08]$). It consists of six items that measure social support from peers (See Annexes), that is, they refer to the degree of camaraderie and support that exists among students (example: they do nice things for me, spend time with me doing things). It was answered using a Likert-type scale with four response options, ranging from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Many times) and 5 (Always).

School Engagement Scale (CE). The instrument developed by Tomás, Gutiérrez, Sancho, Chireac and Romero (2016) was validated to measure school engagement ($X^2 = 35.80$, $gl = 20$, $p = .016$; $CFI = .98$; $SRMR = .03$; $RMSEA = .04$, $CI 90 [.01 -.06]$). It consists of

eight items that measure the level of student involvement in learning activities (example: I pay attention to my teachers' instructions, I look for information to complete and/or improve my homework). It was answered using a Likert-type scale with four response options, ranging from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Many times) and 5 (Always). See Annexes.

Task Self-efficacy Scale (AUT). The instrument developed by Cartagena (2008) was validated to measure the level of successful completion of students in carrying out extracurricular tasks ($X^2 = 14.19$, $gl = 7$, $p = .048$; CFI = .99; SRMR = .02; RMSEA = .04, 90 CI [.00 -.08]). It consists of seven items that measure self-efficacy towards tasks (example: I complete the tasks that are asked of me, I deliver the tasks that are requested on time). It was answered using a Likert-type scale with four response options, ranging from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Many times) and 5 (Always). See Annexes

Parent Participation Scale (PPF). An ad hoc instrument was designed ($X^2 = 23.31$, $df = 13$, $p = .038$; CFI = .99; SRMR = .03; RMSEA = .04, CI 90 [.00 -.06]). It consists of nine items that measure the degree of parental involvement in their children's studies (example: Helps develop a sense of responsibility in your child, Supports your child with homework). It was answered using a Likert-type scale with four response options (See Annexes), which ranged from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Many times) and 5 (Always).

Table 1 presents the results of the multiple regression analysis model; in it it can be observed that the five independent variables resulted with directly significant and positive effects on the independent variable (PPF). The standardized beta coefficient also allows us to determine that the variables Self-efficacy in tasks ($\beta = .24$), Teacher social support ($\beta = .23$) and school commitment ($\beta = .21$), are the ones

that most influence the dependent variable. PPF.

	<i>B</i>	<i>ES B</i>	β	<i>t</i>	<i>p</i>
Family Social Support (ASF)	.07	.03	.09	2.08	.03*
Teacher Social Support (ASD)	.16	.02	.23	5.53	.00***
Peer Social Support (ASC)	.08	.03	.11	2.66	.00**
School Commitment (CE)	.20	.05	.21	4.26	.00***
Task self-efficacy (AUT)	.23	.04	.24	5.12	.00***

Table 1. Summary of the Regression Analysis of the variables that predict the greater participation of parents in their children's studies.

Note: $R^2 = .48$ ($n = 495$, * $p < .05$. ** $p < .01$. *** $p < .001$); Durbin-Watson = 1.93; $f^2 = .89$

Own source

DISCUSSION

Based on these results, it can be affirmed that to the extent that the student satisfactorily fulfills the school tasks on the one hand, and on the other, teachers establish involvement practices with parents, all within a favorable school climate. the participation of parents in the study of their children will be greater.

In the previous context, it was shown that family support and teaching practices promote greater co-responsibility of parents with the school in order to improve the academic achievement of students; However, in subsequent studies, it is recommended to use other variables that, according to a specialized literary review, can contribute more effectively to predict the participation of parents in their children's studies, since although it was found that both social support of the families as well as that of the teachers contribute significantly in the explanation of this phenomenon, these were not very relevant, which resulted in 48 percent of the variance explained by the independent variables with respect to the dependent variable.

CONCLUSIONS

The previous findings suggest that teaching and institutional strategies, as well as the promotion of responsibility in students, contribute significantly to the participation of families in the education of their children; This implies assuming, on the part of the latter, a shared responsibility with teachers, administrators and other social actors, in order to create conditions that facilitate students to respond adequately to the cognitive, affective and social demands of schools (Bazdresch, 2010; Valdés & Urías, 2011).

This participation includes all the activities that families carry out at home, with school institutions and with the community, to promote the academic success of their children (Epstein, 2011; Martiniello, 1999).

An effective involvement of parents also contributes to achieving greater equity in education, since it reduces the unfavorable

effects of adverse structural conditions such as socioeconomic level, vulnerability of ethnic origin and/or gender, among others (Epstein, 2011; Silas, 2008).

The study of parental participation in the education of their children is relevant due to the fact that evidence has been found that it is associated with obtaining, by students, higher quality learning (Bellei, Gubbins & López, 2002; Hepworth & Riojas-Cortez, 2012) and the reduction of other problems, such as violence between peers, which negatively affect the school climate (Zurita, 2011).

Finally, this involvement of parents is a powerful form of social participation, which has been shown to be a valuable resource to improve school management of the different aspects related to student learning, and therefore obtain an improvement in educational quality (Bellei et al., 2002; Epstein, 2011).

REFERENCES

- Backhoff, E. (2013). México en PISA 2012. Principales resultados. México: INEE. Recuperado de <http://www.inee.edu.mx/images/stories/2013/principal/PISA2013/version.pdf>
- Bazdresch, M. (2010). Participación social en la educación y política educativa: Una relación en construcción. En B. Barba, & M. Zorrilla (Eds.), *Innovación en educación social. Una base para la elaboración de políticas públicas* (pp. 185-206). México: Siglo XXI/Universidad de Aguascalientes.
- Bellei, C., Gubbins, V., & López, V. (2002). Participación de los centros de padres en la educación. Chile: UNICEF.
- Blunch, N. (2013). *Introduction to structural equation modeling using IBM SPSS Statistics and AMOS* (2nd ed.). Londres: SAGE.
- Byrne, B. (2010). *Structural equation modeling with AMOS*. (2nd ed.). New York: Routledge Taylor & Francis Group.
- Cartagena, M. (2008). Relación entre la autoeficacia y el rendimiento escolar y los hábitos de estudio en alumnos de secundaria. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 3(6), 59-99.
- Epstein, J. (2011). *School, family, and community partnerships* (2da ed.). USA: Westview Press.
- Epstein, J., Sander, M., Salinas, K., Jansorn, N., & Van Voorhis, F. (2002). *School, family, and community partnerships: Your handbook in action* (2th ed.). California: Corvin.
- Flouri, E., & Buchanan, A. (2003). What predicts fathers' involvement with their children? A prospective study on intact families. *British Journal of Developmental Psychology*, 21, 81-98.
- Flouri, E., & Buchanan, A. (2003). What predicts fathers' involvement with their children? A prospective study on intact families. *British Journal of Developmental Psychology*, 21, 81-98.
- Graham, D. (2011). Family-school partnerships: towards sustainable pedagogical practice. *Asia-Pacific Journal of Teacher Education*, 39(2), 165-176. doi: 10.1080/1359866X.2011.560651
- Hepworth, E., & Riojas-Cortez, M. (2012). *Parents as partners in education. Families and schools working together* (8va ed.). USA: Pearson.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: an explanatory model. *Educational Review*, 63(1), 37-52.

INEE (2012). Panorama educativo de México. Indicadores del sistema educativo nacional 2011. México: INEE.

Kerres, A. (2002). Measuring Perceived Social Support: Development of the Child and Adolescent Social Support Scale (CASSS). *Psychology in the Schools*, 39 (1), 4-17.

Martínez, A., Bracho, T., & Martínez, C. (2007). Los consejos de participación social en la educación social en la educación y el programa escuelas de calidad: ¿Mecanismos sociales para la rendición de cuentas? México: Programa Interinstitucional de Investigación-Acción sobre Democracia, Sociedad Civil y Derechos Humanos.

Martiniello, M. (1999). Participación de los padres en la educación: hacia una taxonomía para América Latina. Development Paper, Central America Project Series, 709. Universidad de Harvard. Recuperado de <http://www.cid.harvard.edu/hiid/709.pdf>.

Murillo, J., & Román, M. (2011). ¿La escuela o la cuna? Evidencias sobre la aportación al rendimiento de los estudiantes de América Latina. Estudio multinivel sobre la estimación de los efectos escolares. *Revista de Currículo y Formación del Profesorado*, 15(3), 28-50.

Raty, H., Kasanen, K., & Laine, N. (2009). Parents' participation in their child's schooling. *Scandinavian Journal of Educational Research*, 53(3), 277-293. doi: 10.1080/00313830902917352

Silas, J. (2008). ¿Por qué Miriam si va a la escuela? *Revista Mexicana de Investigación Educativa*, 13(39), 1255-1279.

Tomàs, J., Gutiérrez, M., Sancho, P., Chireac, S., & Romero, I. (2016). El compromiso escolar de adolescentes: Medida de sus dimensiones. *Enseñanza & Teaching*, 34 (1), 119-135.

Valdés, A., Martín, M., & Sánchez, P. (2009). Participación de padres de alumnos de educación primaria en las actividades académicas de sus hijos. *Revista Electrónica de Investigación Educativa*, 11(1). Recuperado de <http://redie.uabc.mx/vol11no1/contenidovaldes.html>

Valdés, A., & Vera, J. (2013). Familia, textos, contextos y pretextos. En M. De Agüero (Ed.), *Aprendizaje y Desarrollo 2002-2011* (pp. 217-277). México: ANUIES/COMIE. Zurita, U. (2011). Los desafíos del derecho a la educación en México a propósito de la participación social y la violencia escolar. *Revista Mexicana de Investigación Educativa*, 16(48), 131-158.

Valdés, A., & Urías, M. (2011). Creencias de padres y madres acerca de su participación en la educación de los hijos. *Perfiles Educativos XXXIII* (134), 99-114. Valdés, A., & Yáñez, A. (2013). Diferencias en el fomento de la participación familiar en escuelas con alto y bajo desempeño en ENLACE. *Revista Intercontinental de Psicología y Educación*, 15(2), 115-134.

Zurita, U. (2011). Los desafíos del derecho a la educación en México a propósito de la participación social y la violencia escolar. *Revista Mexicana de Investigación Educativa*, 16(48), 131-158