

Some Disadvantages of Involving Parents into Teaching Process of Children

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Annotation: Parental involvement has been shown to be a very main factor that can positively or negatively affects children's education. Lack of parents' involvement or their over-involvement can be harmful for student's performance in and out of the classroom and eventually impacts their educational expansion and achievement. The purpose of this research was to identify regular communication with parents during education can show negative impact on children's literacy. The researcher's purpose was to communicate with parents about school events in their local language. There was a significant increase in parental awareness of the harmful consequences of over-involvement.

Keywords: parental involvement; academic performance; parenting style; academic achievement; supervision; family activity; academic performance.

Introduction

Parental involvement in their children's education is a critical component of a child's overall functioning as well as academic performance. Children's academic performance has been found to be influenced by parental participation methods at home or at school (Miedel & Reynolds, 1999; Hill & Craft, 2003). Parents play an important influence in improving their children's academic performance. They provide a financial, emotional, and motivational assistance, as well as facilitating the sources.

The paradoxical composition of parental involvement makes it difficult to reach the general conclusions throughout the study. On the other hand, research studies have also shown conflicting results. Some research studies have shown a positive association between parental involvement and student performance (Barnard, 2004; Christenson et al., 1992; Singh et al., 1995) and others reported that it was not possible to measure the adverse effects of parental involvement on academic performance. (Keith et al., 1986; Tokac & Kacayoruk, 2012). Given these conflicting configurations and the consequences of parental involvement, this task will focus on the elementary and junior high school level and summarize the research literature on the association between parental involvement and student academic performance.

The importance of parental involvement

Parental involvement plays an important role in student education and there are many benefits to students (Jeynes, 2003, 2007). For example, parental involvement has a positive impact on a student's academic performance (Fan & Chen, 2001; Jeynes, 2003; Jordan et al., 2001; Gonzalezpienda et al., 2002; Henderson & Mapp, 2002). In particular, parental involvement has a greater impact on test scores than GPA (average grade) for students (Jeynes, 2003).

In contrast, Bobbett (1995) found that the impact of parental involvement on a student's academic performance was not significant. Some researchers have found that parents who participate in

student homework and communicate with the school adversely affect their academic performance by deteriorating the test score (Izzo et al., 1999; Shumooow & Miller, 2001). In addition, Cooper etc. (2000) found that direct parental involvement had a particularly negative impact on the school performance of students. According to Fan and Chen (2001), parental controls are weakly associated with student performance, but parents' aspirations and hopes for student performance is strongly related to their academic achievement. They found that strict parental controls could even adversely affect a student's academic performance.

Parenting style and Academic performance

One of the maximum vital assemblies within side the improvement of students` social and educational success has been termed as parenting style. Parenting style is described as a complicated set of behaviors, mindset and emotional weather wherein dad and mom increase their children (Shut et al., 2011; Darling and Steinberg, 1993). Baumrind (1978) diagnosed 3 number one parenting typologies as authoritative, authoritarian and permissive. In addition, Maccoby and Martin (1983) delivered one greater measurement named indulgent. After thing evaluation of information on those simple typologies Baumrind (1991) characterised parenting style in dimensions: demandingness and responsiveness. Authoritative dad and mom are each disturbing and responsive in nature. They display affection with their child and assist their exploration and pursuit of interests (Baumrind, 1978; Dornbuch et al., 1987; Maccoby and Martin, 1983). Authoritarian dad and mom are disturbing however now no longer responsive. They display a low degree of interest, decrease association and now no longer inquisitive about open communicate with their children (Baumrind, 1978; Dornbuch et al., 1987; Maccoby and Martin, 1983). Permissive parents are responsive however now no longer disturbing and however indulgent parents are neither disturbing nor responsive (Dornbuch et al., 1987; Maccoby and Martin, 1983). In this section, an outline of the applicable studies research on parenting style and its effect on scholar consequences had been provided in brief.

Most of the research studies have found a positive association between authoritative parenting style and student academic performance (eg Dornbush et al., 1987; Lamborn et al., 1991; Steinberg et al., 1991). Authoritarian and tolerant parenting styles, on the other hand, have a negative impact on academic performance (Baumrind, 1978; Dornbush et al., 1987; Maccoby, 2000). In a very early study, Baumrind (1967) found that preschoolers with authoritarian parents were more active, prosocial and achievement-oriented, but preschoolers with tolerant parents showed low confidence and lack of ability. In another study of Dornbushetal (1987) and other scientists developed and tested a reform of the parenting style typology of Baumrind (1978). They concluded that authoritarian and tolerant parenting style was negatively associated with both adolescent men and women. Parental affection is also found to be one of the strongest predictors of student academic performance. For example, Deslands and other researchers (1998) discovered that democratic support of parents is a strong predictor of the achievement of schools for both men and women.

Adaptation of academic strategies is also influenced by parenting styles. For example, study by Aunoka et al. (2000) demonstrates adolescents from authoritative families used the most adaptive achievement strategy, while adolescents from neglected families used maladaptation and task avoidance strategies. In addition, Aunoka et al. (2000) found that these strategies are significantly associated with school performance. Parenting style was not only related to the performance of the students, but also a modest parenting practice is important factor. The relationship between parental participation practices (e.g., supervision and homework assistance) and academic performance of adolescents, it was found to be better for authoritative parents (Paulson et al., 1998; Steinberg et al. 1992).

School-based Parental involvement and Academic Performance

Parental involvement in school refers to parental involvement in school activities such as: Parent teacher organization (PTO), volunteer activities, classroom visits and interaction with classroom teachers. An important part of the research shows that parental involvement in schools is in many ways related to their child's academic performance. Parental involvement in school has a positive impact on the school environment and classroom learning (Pena, 2000). In addition, enrolling parents in the school not only improves teacher efficiency, but also builds good relationships with the school community, (Henderson, 1987; Pena, 2000). At class elementary schools, parents are more likely to visit the classroom and interact with class teachers. Such visits and interactions enhance parental knowledge of the curriculum, improve mutual understanding, and increase the effectiveness of parental involvement at home (Comor, 1995; Epstein, 2001; Hill & Taylor, 2004).

In a junior high school meta-analytic study, Hill and Tyson (2009) found that parents' school activities, such as volunteering at school and attending school events, were moderately associated with achievement, nevertheless, Fan found that communication with school teachers have a negative relationship with their students' academic performance. In the same way, Tan and Goldberg (2009) stated that during direct parental involvement in school (e.g., participation in PTA, classroom support, contact with class teachers, and participation in school functions) adolescence could be associated with fun, but overall performance was negatively associated with their grades. They also pointed out that negative relationships existed only among students, whose parents felt their children did not need help at school. In one study, Tokac and Kacayoruk (2012) found that parental attendance at school events adversely affected junior high school math grades. As a reason for this negative effect, they suggested that parental cooperation could put pressure on students, which could impair their performance.

Some parents have gone too far in their commitment. Since they are in school, they can distract children and their classmates and teachers. It is important to remember that school is both a place of learning and a place of work. Teachers do not want parents to speak loudly about another teacher they dislike in the faculty lounge or to rebuke students for not following her instructions because they want to talk to her mother. Excessive involvement can lead to frequent interventions to address problems that the child should address. Also, not all teachers are happy with their parents voluntarily attending the class. Some students may be too distracted by the presence of their parents, leading to poor concentration and behavioral problems. Parents can help the school without necessarily being in the room.

Home based Parental Involvement and Academic Performance

Home involvement includes strategies such as parent-child communication, creating a home learning environment, and homework supervision and support. Zakaria (2013) conducted a survey of junior high school students in which interaction and communication, childcare practices, free time, openness, and acceptance were predictors of parental involvement and were positively related to student performance. Students may find the homework effortless and enjoyable with parental involvement. For example, Leon and Richards (1989) concluded that when parents help their children with their homework, students enjoy their homework. Katzetal and others determined that using self-determination theory as a theoretical framework for studying the role of parents in the quality of student motivation for homework. (2011) Parental behaviors such as ability, beliefs, and positive attitudes towards homework support the child's psychological needs, which are the motivations and positives of the child's autonomous homework. A positive attitude towards the role of parents also improved academic performance. For example, Hoover Dempsey and Sandler

(1997) found that parents' positive attitudes towards their role in children's education influence their involvement, which is reflected in their well-being and academic performance. Similarly, Cooper (1998) showed parental attitudes towards homework was found to be positively associated with the upper grades of in elementary school students. In another study, Hill and Craft (2003) found that parental involvement in the activities of children at home was an important predictor of elementary school math performance.

In an ecological study, Tam and Chan (2009) found that parental provision of guidelines and structures was actively associated with children's beliefs in elementary school academic performance, and self-regulatory learning. According to a research study, the benefits of parental involvement depend on the grade of students (Regner, 2009; Seginer, 2006; & Jeynes, 2007). Despite these positive effects of parental involvement in family activities, some researchers emphasized that parental involvement in the home also does not produce positive consequences. For example, in a study by Pezdek et al. (2002) discovered that parental involvement in homework was unrelated to the child's academic performance. Similarly, Fan and Chen (2001) reported that parental involvement of at home, as measured by parental supervision, was not significantly associated with school performance in junior high school. The opposite pattern was also revealed in a meta-analysis by Jeyens (2005). In this meta-analysis, no association was found between parental involvement in family activities and school performance in elementary school.

According to McDermott, Goldman and Varenne (1984) parental involvement in their children's homework could lead to a big difference between high and low achievers in classes. The reason for these parents can check their children's homeworks and they may correct child's mistakes. In addition to this, such kind of situations may be a reason for increasing fatigue, frustration and disappointment of children. Which results in tension between parents and child? Cooper et al. (2000) found that frequent parental involvement for child's homework could cause of instructional techniques confusion for children. Because teachers and parents may have got different attitudes for explanation of solution for different tasks. This kind of problems can be happened in elementary school years of children.

Conclusion

Research into parenting practices related to student performance focuses on several important parenting configurations, including: parental involvement in homeworks, visits in school classes, parenting style and others. Research found that if parents interfere frequently their children academic performance, it can show its own drawbacks instead of benefits. Parents' home-based and school-based involvement for children's education have also been demonstrated as a negative factor if they cross golden borders for parents' involvement. Home-based activities, such as unconsciously checking or explaining homework can decrease school grades and lead to lose the independence of the children.

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