

**EXPLORING FAMILY INVOLVEMENT OF PRE SCHOOL-  
LEARNERS IN RAWALPINDI CITY**

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Abstract

The goal of this study was to learn more about preschool students' family participation in the city of Rawalpindi. This study used a descriptive co-relational research method to examine the impact of preschool students' family involvement on their academic achievement. In the city of Rawalpindi, the research focused on preschoolers and their parents. The study used random sampling methods. Data was gathered using a self-created questionnaire. The researcher personally visits representative schools to gather data. To evaluate the study instruments' reliability and validity, a pilot test was conducted. A sample of 30 parents was used to assess the survey's validity. Many responders took positive action to improve their kids' performance. Children in preschool who had initiative-taking parents did better. Most of the respondents said they occasionally talk to their preschoolers about how their academics are going. The study suggests that parents be made aware of the value of early childhood education so that they can comprehend their part in the academic success of their children

***Keywords:** family involvement, parents, learners, academic achievement, preschool*

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**Introduction**

Learning is a positive shift in the right direction. It takes a lifetime to complete. It is a very significant process that begins at birth and lasts till death. If parents participate in and show interest in their children's learning activities, this process can be a successful one. Parents are thought of as their child's first instructors because they socialize and prepare them for society's adjustments (Raver, 2002).

Any civilization can benefit from having educated citizens. With more educated members, society will be more polite and orderly. Typically, raising children to be more productive members of society is seen as a family duty. Numerous factors affect students' academic success and social development. These include their ties to their families, communities, and friends (Elias et al., 2016).

Many scholars continue to find the relationship between family engagement in a child's education and its effect on that child's academic development to be an interesting subject. It follows that there is a ton of labor in the form of articles, reports, and studies. Since family engagement has been a hot topic in recent years, all kinds are very educational and helpful. Parental participation has a beneficial and significant impact on students' achievement and well-being, according to a wealth of data (Brackett & Simmons, 2015).

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When parents are actively involved in their kids' education, the kids' attitudes about school and learning improve. The parents seek the teacher's advice in every situation where they may help their child learn more effectively since they maintain a close relationship with them. These parents genuinely care about their kids and do their best to give them as many resources as they can to improve their literacy and academic performance (Weissberg et al., 2015).

Particularly for school-based programs, family participation is crucial. Families must be involved in a variety of school-related activities, such as keeping in touch with their child's teacher, keeping an eye on their child's attendance, and regularly checking on the educational opportunities offered by the school. These entire aspects play a significant role in preschoolers' academic success. The majority of kids do grow more

concerned with the educational opportunities offered by their school (Weissberg et al., 2016).

The level of education of mothers and the family's income are crucial factors that affect the physical and educational environment. It was discovered that parental education and wealth are positively correlated with students' academic results. The majority of the study's sample of parents are actively involved in their kids' educational pursuits and have stated a desire for their kids to receive an excellent education. In this study, parents openly shared the expectations they had for their kids. They are completely aware of the importance of continuing to be involved in their children's educational pursuits. Every parent expresses the same desire: they constantly want to be informed of how their kids spend their time away from the home. Most parents assert that their relationships are solid (Denham, 2006).

Academic achievements show how much a student has accomplished in a learning environment's objectives and goals. Academic success is frequently mistakenly seen at the school level as the accomplishment of cognitive goals. Academic success is the accomplishment of a wide range of concepts that relate to various learning domains. The realm of achievement is relatively vast, and its primary determinants are the metrics used to assess and evaluate it. Family involvement is a crucial component of academic success, but there has to be a clear understanding of the various ways that parents may get involved and how that might help their kids succeed in school. It was determined that good parent-child communication and parental expectations of academic excellence have a positive effect on academic achievements. However, the stringent guidelines and oversight of parents have frequently had a negative effect (Denham & Brown, 2010).

The government of Pakistan has taken the initial step to involve families in their children learning by establishing acting bodies like school management and PTC. There are 8 members in these SMCS these members are the school head 5 selected parents and 2 participants chosen by the council one of them should be an influential person in society and second is selected among retired government servants. These councils were the accountable mediums for discussions about providing help for teachers to improve their teaching motivating families to provide funds for providing help to those deserving students who are facing financial problems. Such boards could talk about school issues in consultation Family can provide help to their children in learning and school in various ways for example family can help their children with homework by making time table learning at home by visiting the school regularly community with teachers about their children learning to solve behavior

and social problem of their child which they facing in class provide financial aid to the school. Because of such kind of contribution in school academic achievement and social parts of children enhance in different nations (Moffitt et al., 2011).

Most of the research studies in literature were conducted during the adolescence stage. Middle age childhood and especially early age childhood were given little importance. The role of family was also poorly addressed by Taking only parenting style and socio-economic status. While the home and school involvement (along with different demission) were also not assessed. In previous Studies the role of the family is just only on the basis of Parenting styles, Whereas the impact of the overall family involvement at home and school environment was not addressed properly in Pakistan. Lastly in Pakistan, no comprehensive study was conducted on the exploring family involvement of the preschool level.

### **History of Family Involvement**

Over a time of numerous years family involvement developed from project that just instructed them to procedure that enrolled them in volunteering raising support by providing funds in school and school administration. But irrespective of paying attention to how parents were included in schools there were constantly unwritten guidelines for the involvement of parents in school. It was not until 1970 that schools initiated a struggle to build up the parents as instructors parts to expand child's academic achievement and grow more positive self-connection Forcing that school instructors must gain from parents and additionally parents from instruct school (Luo et al., 2009).

Concluded that school instructors are required to build new states of mind towards parents. Including the capacity to team up with them. This was the main movement rationally for schools a movement that has never been effectively accomplished right up till the present time. As outcome of this sort of considering the previous three decades of research on parent's inclusion has generally centered around specific projects for parents instead of on how school and parents' team up to extend learning for everybody (Guerra, 2008).

### **Role of Family in their Children's Learning**

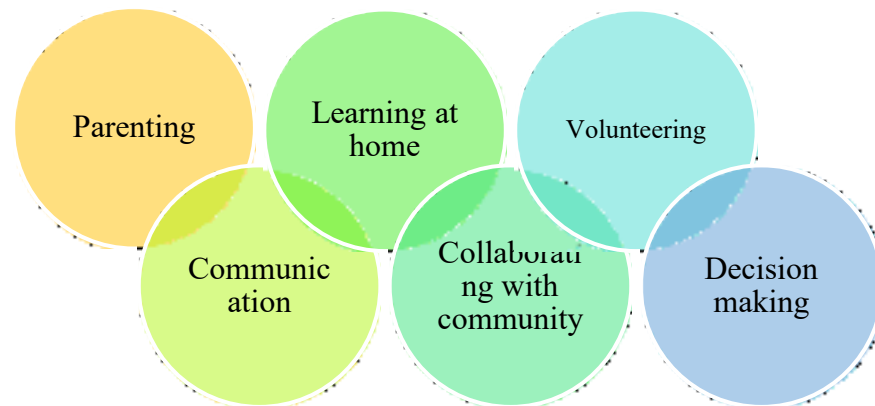
The part of parents in the training and education of their children has now been perceived as an effective element in instructional achievement and school change. Guardians have rights regarding their kids' education. No doubt the role of family changes with their child's growth but one thing stays consistent parents are their child learning role models. Parents' approach and concerns about education can inspire their children and

demonstrate to them how to take responsibility for their own instructions passage. Parents association in teaching learning process has generally taken numerous structures including parents helping their children while homework parents instructions meeting diverse discussions related student's issues council of parents volunteer help in the classroom and school as indicated when guardians are included in their child's education guardian and child both are to adventure. It is reported by researchers that parents support in their education results into. Self-confidence advances a child learning success progress parent's child connection helps mother and father to create encourage attitude towards school and a better appreciate of the school development process (Asher et al., 1998).

**Theoretical framework**

In this study, Epstein's (2002) theory of comprehensive school performance was applied. In his 1978 theory of human learning, Vygotsky adopted the CSR and Lee scaffolding model. According to the Theory of Human Learning, parents and teachers play an equal role in their children's educational development. Parents are encouraging of helping kids with specific tasks.

**Epstein's framework of parental involvement**



**Epstein Framework**

Epstein's framework on parental involvement evolved from examining parent's involvement from preschool. This framework has been adopted by preschool education programs to help and assist in promoting family involvement and providing options for families.

This framework includes six types of involvement in parents'

1. **Parenting** is domestic participation that promotes success.
2. **Communication** Information sharing between the home and school is referred to as communication.
3. **Volunteering** Participating in scheduled activities both inside and outside of the classroom as a volunteer.
4. **Learning at home** is supporting kids with their at-home education
5. **Decision making** parent involvement in school decision.
6. **Collaborating with community** Working with the community to utilize local resources and services to aid in the education of children.

### **Rational of the study**

The researcher chose this topic when researcher was a teacher in primary school. Researcher noticed that parent's job was only to drop off and pick up their children without getting involved in their children's education. In fact, preschool education is a significant beginning stage in the educational journey. After going through different research and articles. Researcher found that there is a gap between the literature and the research project that needs to be filled, Researcher selected this research topic based on the research gap. With the help of literature, I can identify the research topic. Researchers discovered that there was a void in the research project literature that needed to fill after reading a Nemours studies and papers. researcher choose this research topic based on the knowledge gap. These two conclusions may be at odds with one another. It is necessary to search literature to search the literature based on this paradox. Research was able to determine this study topic with the aid of literature. The literature review is crucial for a number of reasons including this.

### **Statement of the problem**

Poor academic performance in Pakistan is caused by a variety of causes, including inadequate school infrastructure, a teacher shortage, student disobedience, an adverse family environment, low intelligence, anxiety, and the desire to learn. There hasn't been much research done in Pakistan to demonstrate the influence that a student's family environment has on their academic success, even though these elements have been highlighted as potential contributors to the variances in academic performance. Better academic results have been linked to family involvement in their kids' academic lives. Learning at the preschool level is crucial for establishing a solid foundation for subjects that will affect them later in their academic careers. This study will look into how involved

families are with their preschoolers' education and how it influences their academic success. The findings of this study may provide insight into how family participation affects student achievement in the study area as a whole. Recalling the discussion from the earlier discovery. The overall purpose of the study was to analyze the “exploring family involvement of preschool learners in Rawalpindi city”.

### **Objectives**

The investigation's goals were to:

1. To explore the family involvement in the learning of preschool learners.

### **Hypotheses**

H<sub>1</sub>: There is positive relationship between family involvement on academic achievement of preschool learners.

### **Research Question**

1. How does influence of family involvement influence preschool learners?

### **Significance of the study**

With the growing concerns of students' poor academic achievement, this study will help the School and its Guidance Counseling Office, or any student development office in helping the learners to perform better in school. This will also help the school, as an institution, and the field of educational psychology to create a benchmark. As for external stakeholders in schools, this will inform parents how their involvement affects their child's learning and academic achievement. This study is beneficial to follow. This study educates parents on how crucial it is for them to be involved in their children's academic success. Learners, this will help the pupils to be more active in school because their parents are the ones who motivate them regarding their academic performance in school. For teachers, this will help the teachers to make extra effort to be in partnerships with parents who play important roles in the academic performance of their children. For School administrators, this will help the school administrator to design programs that would promote school and home partnerships. For Future Researchers. This may serve as a springboard for them to make researches in the future. Mental Health Professionals- This will make them aware of the fact children are not really stressed with school requirements but are really pressed by the expectations of parents and guardians.

## **Research Methodology**

### **Research Design**

The research was descriptive in nature. A quantitative correlation research approach was used to determine the difference between the link and difference between family involvement of preschool learners.

### **Population**

Population is a group consisting of all people whom a researcher wishes to apply the finding of a study. All students registered in private preschools in Rawalpindi city made up the research population, but only 12 preschools from Rawalpindi city were include in the study. The total population was 12 preschools from Rawalpindi city. Students and parents are part of the population.

### **Sample**

The number of observations being studies is referred to as sample size. The chosen population is representative of the whole population. From 12 preschools, a sample of 265 students as drawn. The researcher randomly chose 22 students from each school who are enrolled in the preschool level because the sample size for each school was 22.

### **Sampling technique**

Students in the preschools level from private schools in Rawalpindi city are the target audience for this topic. Twelve preschools were chosen at random from Rawalpindi city in the first step. The second stage involved choosing 22 students from each school to reflect the sample size. This resulted in a total sample of 265 students which represents the entire sample related to this topic. the sample size chosen accurately to reflect the whole population chosen for this investigation.

### **Delimitation of the study**

- Only Rawalpindi city
- Only 12 private preschools
- Only Parents
- Age level (3to 6)

### **Instrument**

For the current research data on the family involvement of preschools learners were collected using Self-developed closed ended questionnaire. The questionnaire is divided into different sections. The first section consists demographic information of students which includes age, gender, education, percentage in last examination. This questionnaire is based on six dimensions i-e parenting, learning at home, communication, volunteering, decision making, community. The second section explored the family involvement in the learning of preschool



learners. It is the main tool used to gather data and information. Close ended questions made it easier for students to complete them in a realistic manner. The theoretical foundation of the questionnaire resulted in a brief yet extremely clear and answered statement.

#### **Pilot testing**

To test the validation of the questionnaire a pilot study was conducted on a sample of 30 students of preschool who were chosen at randomly. Cronbach Alpha was used to assess the questionnaire internal consistency. Reliability has a rating of 0.808. These pupils were not represented in the sample for this study. With the assistance of the supervisor of many scholars and PHD students, from various university such as AIOU, NUML, FJWU among others the validity of the questionnaire was examined. Clarity ambiguity, completeness, and relevance were the major scales used to validate the questionnaire statements. Experts reviewed the sentence structure, the content, and the construct validity and their recommendation were heavily considered.

#### **Reliability Statistics**

Cronbach's Alpha	N of items
0.808	30

#### **Data collection**

The act of acquiring accurate research-related data is known as data collection, and it involves measuring and interpreting that data using recognized, established techniques. Personal surveys were delivered to study participants to collect data (parents). Together with the data, a questionnaire was employed. A questionnaire is a form of research tool that is utilized to gather data from respondents by asking them a series of questions and offering them additional advice. It was simpler for parents to respond realistically to closed-ended questions. study of data.

#### **Data analysis**

After checking the validity and reliability of the questionnaire. The data were analyzed by a statistical package of social science SPSS.16. Mean was used to get the average value of numbers in a set, Frequency, Percentage is a ratio which was based on Epstein's framework was employed. The term mean refers to a scale of central tendency used to assess the overall quality of mean score. The annual examination system at private schools divides student's academic performance into three centered tiers: first, second and third, division. Students that receive a grade of 60% or better are classified as first division. Students in the second division have grades below 60% but equal to or above 45 % where

students in the third division have grade equal to or above 33% but below 45 %. The current study is grading using the following subdivision: A1, A, B, C and D.

### **Ethical consideration**

Before parents completed the questionnaire, they were informed of the importance of the subject under investigation and the value of reliable response and the in charges of each school was no tied for approval to collect data. For this reason, one topic instructors from each school were called and it was requested that the parents receive in their respective courses and item in the questionnaire had been thoroughly discussed. With ethics in mind, their study was carried out. Additionally, participant confidently was maintained throughout the study and that data they provide was kept secret. Conflicts of interest were also avoided in her studies to direct research in a smooth competitive procedure. The student's personal information was safe and secured.

### **Analysis and Interpretation**

*Descriptive Statistics Mean and Standard Deviations of Exploring family involvement.*

S.No	Statements	Agree%	Neutral%	Disagree%	Mean	S.D			
1	You manage timetable for child studies at home.	100	0	0	3	0			
2	You spend most of time with child at home.	92.3	1	1.5	4	6.2	2.86	.496	
3	You give important guidance related to child education while they are at home.	40	61.5	19	29.2	6	9.2	2.52	.664
4	You review your child's schoolwork regularly.	27	41.5	25	38.5	13	20	2.22	.760
5	You limit your child's time for watching TV and video games.	64	98.5	0	0	1	1.5	2.97	.248
6	You arrange your child's home tutor.	36	55.4	22	33.8	7	10.8	2.45	.685
7	You help your child in daily learning base activities.	22	33.8	9	13.8	34	52.3	2.38	.722
8	You contact child's class teacher regularly.	49	75.4	12	18.5	4	6.2	2.69	.584

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9	You visit child school other than PTM.	28	43.1	20	30.8	17	26.2	2.17	.821
10	You ask your child's teachers about class test.	50	76.9	7	10.8	8	12.3	2.65	.694
11	You contact the subject teacher or principal to get information about child's progress in class.	54	83.1	11	16.9	0	0	2.83	.378
12	You check the child's marks in class test.	40	61.5	13	20.0	12	18.5	2.43	.790
13	You ask child teachers about his daily class routine.	46	70.8	9	13.0	10	15.4	2.55	.751
14	You encourage child regularly visit the school library.	51	78.5	7	10.8	7	10.8	2.68	.664
15	You attend workshop offered by child school.	41	63.1	9	13.8	15	23.1	2.40	.844
16	You appreciate the child's work in front of teachers	52	80.0	11	16.9	2	3.1	2.77	.493
17	You encourage the child to participate in the co- curricular activities.	28	43.1	11	16.9	26	40.0	2.23	.724
18	You help your child when they feel any difficulty in homework.	54	83.1	8	12.3	3	4.6	2.78	.515
19	You provide your child extra learning material (stories books, video games).	43	66.2	13	20	9	13.8	2.52	.731
20	You help your child in daily learning base activity.	37	56.9	9	13.8	19	29.2	2.28	.893

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21	You celebrate your child annual result.	39	60.0	5	7.7	21	32.3	2.28	9.27
22	You daily check your child's notebook.	25	37.0	23	36.1	17	26.2	2.11	7.93
23	You interact with child's subject teacher to improve weakness in subject.	11	16.9	11	16.9	43	66.4	22.49	7.73
24	You regularly visit the school to develop child's interest in studies.	34	52.3	13	20	18	27.7	2.25	8.67
25	You regularly monitor home task to perform better in exams.	31	47.7	12	18.5	22	33.8	1.86	8.99
26	You monitor your child to show 100% attendance.	26	40.0	11	16.9	28	43.1	2.23	7.24
27	You actively participate in child's school function it shows good discipline.	55	84.64		6.2	6	9.2	2.75	6.13
28	You visit your child's school then teacher's pay more attention.	42	64.614		21.5	9	13.8	2.51	7.32
29	You give reward in home when your child achieve good grades	11	16.9	20	30.8	34	52.3	1.65	7.59
30	You appreciate the child when perform better in home related assignment.	55	84.64		6.2	6	9.2	2.74	6.13

Overwhelming majority response that they wish parents to visit school. Mean with the stander deviation show positive results of the first statement while the mean scores, 2.86, 2.52, 2.22, 2.97, 2.45, 2.38, 2.69, 2.17, 2.65

majority of the responded agreed that communication of parents with school is important. The percentage of the response are 92.3% agreed parent's interaction with class teacher is parents visit school.61.5% responded reported that parents depend Their children knowledge totally upon teacher .41.5% responded describe that the teacher of preschool keep parents aware the student's activity .98.5% of the responded agreed with the statement there is need of strong communication between parents and teacher. 55.5% of respondents accepted the statements parents appreciate students on their good performance. 52.3% responded rejected that parents argue with them when marks are not according to will of parents 75.4 preschool learner's parents report comment from the percent help teacher to improve Their learning style 43.1% response reported parents give idea to lessen Their children flaws in education. 50% of respondents reported uneducated parents are less involving than the literate parents. Overwhelming majority response 2. 83, 2.43, 2.55,2.68, 22.40,2.74, 2.77, 2.23, 2.78, 2.5, 2.28, 2.11, 2.49, 2.25, 1.86, 2.23which describe that majority of the responded accepted that there is positive impact of family involvement on Their children academic achievement. The percentage of the response are 83.1%reported that parents visit school regularly perform well in Studies 61.5% responded describe children whose parents visit school regularly more confidence as compared to those parents do not visit. 70% of respondents accepted the statement they give much more attention to those students whose parents visit the school regularly. 52respondent agreed with the statement parents play the key role in ensuring students Attendance 80% responded accepted the statement underside home environment decrease motivation level of students toward their studies. 43% responded and agreed with the statement due to lack of family involvement. 54% responded accepted the statements physical moral and behavioral problem of the student parents contact teachers .43% responded agreed with the statement the children whose parents actively participate in school events show good discipline .37% of family involvement in school positive changes occur in the performance of the teacher .39% responded agreed with the statement student can study well and can achieve high academic achievement if parents are included in their education .25% respond describe parents who do not impose Their decision on child gain good grades 62% responded disagree with the statement that children are needed to learn from Their own experience rather those imposed by Their parents .34% responded agreed that students whose parents high expectations from them obtain good position in class . 31%respondednts describe that unaware of parents regarding their children company is the major cause of low academic achievement 28. % Respond rejected the statements parents show unwillingness

regarding punishment whether their children follow the rules and regulations are not.

The mean scores 2.75, 2.51, 1.65 show that the majority of parents are encouraging to play their role in decision making related to school. The percentage of the response are 55% parents report that parents are encouraging to give Their suggestions to improve the Education standards of school 64% response Their school teacher welcome parent's suggestions and make change in school policies according to parent's advice.

### **Discussion**

According to Narad and Abdullah (2016), At preschool level there is force on learners to get goods results so that they could get admission in well-known school. As family play Vital role in Their children development as well as education. Family has strong impact on Their school mental social and moral development. Different research show family involvement has strong impact on academic achievement of students The present research attempted to assess family involvement on academic achievement of preschool learners. Based on close ended questionnaire this researcher come to the point although majority of family were illiterate, but it was observing all parents want Their students to be good in academic achievement. The majority of parent's shy to involve in PTM although majority of school administrators always welcome parents to school. Although now it is estimated that overall Rawalpindi city have 70percent literacy rate but family involvement in their children education is found low. Some family said they help Their students by sending them for tuition or provide them home tutor they also give rewards to Their academic development. The siblings also helping their homework. The result of the study matches in a few family siblings help child to do their homework. Not just families with a low literacy have issues in helping with home learning they have habit of feel When speaking with administration schoolteacher. The researchers found very few families who were involved in Their students schooling. Most parents do not visit school. They do not involve in their children learning. The main barriers of parental involvement at per school level which are illiteracy there aren't enough schools in Rawalpindi city due to which distance from school and home avoid family to visit Their child school. The Researcher observed fathers have more concern about Their student's education as compared to mother as Rawalpindi area, so women must do different task and working women which mother to get involved themselves in Their students

learning so they observation of the research with mother involvement in their learner's school activity seemed more than father (Wu et al., 2018).

According to results of study family involvement in Rawalpindi city is very low. There are few families who involved in PTM meeting and school event. Teachers are always concerns with parents when they see psychology and moral and behavioral problem in children. Family can solve better problem solving in Their child on other hand teacher because learners spend his more time at home than at school. Feedback from family is more value able the results show parent's advice can improve the learning condition of school and teaching methods as well. Minority of teachers identify family totally depends Their children learning on teacher and school even family does not allow punishment, but they are parents favor about punishment to Their learning because children get good academic success. If students get low academic achievement family doesn't resist, they do not arguments with principal and teachers. These results show parents involve in Their students learning is only limited to home there is need of strong achievement of family involvement in their child learning. The problems identifying academic success were built from questionnaire items. The results of the study show family involvement is very important indicator of learner's academic performance. The problems regarding this study are lack of motivation lack of achievement lack of interest in research low participating on class. There are many major problems in which face when family do not participate in Their child school activity such as cognitive as they become moral development, and no one cares the child's need the children show negative response in class. They do not communicate with other class fellow. The parents agreed that there is need of two-way communication between student teacher and family for positive impact of students learning. The suggestion from different type have demonstration that family who took dynamic step and take interest in students learning at home these indicates good results (Norris, 2003).

A good home environment is very important for child learning. If family are not available to provide the facilities of good environment in home to their children Face psychological problem. Majority of the parents show Their response social moral and behavioral problem of child can be solving by two-way communication with teachers and parent's suggestions can make learning better. This point also shows in a study provide basic needs of children which can bring out the hidden ability and capacity of the student. All family members help the children in provide learning environment for child at home. Lack of family involvement in their child study results into problem such as a break the school discipline rude behavior with teachers and as well as class fellows. Drop out at this

level increases due to lack of family involvement. According to world bank economic survey the enrollment of city at primary level is 51 percent but it is estimate that only 25 percent of the student can pass this level (DiPerna et al., 2014).

According to Baumeister (2015), teachers and school administrators said although there are many factors for this low numbers of preschool results, but family involvement is the main reason which decrease this ratio. As parental involvement increase motivation of child and family Suggestions can decrease the involvement of parents in home student less motivated and did not participate the school activity Their suggestions can improve performance of parents as well as significant impact on Student Academic Achievement. The results of the study show parents are unaware about child peer group this may decrease Their child academic achievement. Family should give the time to child daily and discuss about daily routine of Their children about what Their student learns every day about who are peer groups. the results of the study identified children whose parent visit school in every week performance of the student well in Studies, children whose parents visit the school frequently are more confident as compared to those children whose family did not visit the school meeting whose parents regularly visit the good achieve good marks outer hand parents did not participate the children whose didn't attend school meeting perform low in class results. Principal and teacher's also given to give more attention to those children whose visit school regularly child attendance good in class. Family play key role in ensuring student's attendance if there is lack of parents involved in child learning would have poor results.

According to Reivich (2010), The finding of the study shows child actively participate in school function show good discipline due to family involvements in school as result teachers and child show positive attitude and child academic performance better. According to this study those children who were actively participated by Their family had higher education performance from those children who do not have their parent support. The study reveals that family who do not impose Their decision on the child gain good grades but there should check and balance on student at per group age level there should be family most be supervisors the children's activities. These results of this topic show that children whose family have high expectations from them obtain good academic achievement. The correlation was positive which shows positive correlation between family involvement and academic achievement the



research hypothesis was support family involvement is associated with grades and academic achievement vice versa. Reported that there is sure and significant relationship between academic achievement of students and involvement of family (Colman et al., 2009).

### **Conclusion**

This study explored Review of literature show that family involvement in their learner's learning is important their involvement in strong academic achievement into better marks of their children. Involvement of family in their learners has strong and positive impact on their students healthy cognitive psychological and moral development. A learner's spent only few hours in school while remaining hours spends in home, so family play important role in their students learning. There is need for two-way communication between family and school because these two factors influence learner's education and development. The following are main conclusion of most of the family found their student learning totally on teacher only the help they can do is significance home environment or they ho Their children by sending their students for academy. The distance from school and home involvement mostly family avoid family to involve in their children learning. When Parents are being involved in their students learning Their students achieve good marks and confidence.

### **Recommendations**

Following the study's completion, the following suggestions were made based on the findings.

1. General parent meetings should be required at every school so that parents can meet the teachers and talk about issues influencing their children's academic achievement. It would be wise to inform these parents of the importance of inspiring their kids to put in more effort.
2. The parents should be made aware of the value of preschool education so that they can comprehend their engagement and role in their children's academic performance.
3. The study can be repeated with at-risk students to determine the level of family participation and how it relates to academic accomplishment in this group of students.
4. It is advised that further research into the most significant and beneficial activities based on family views be conducted in

order to identify the involvement activities that encourage families to participate in their children's schools.

5. The researcher suggests future study in the areas listed below.
6. The impact of instructors' engagement and how it affects preschoolers' academic achievement.
7. This study used a descriptive research methodology, which may not have produced all the linked functions of the principles, extent of usage, and efficacy of the principles, methodologies, techniques, and tools that were chosen. Therefore, it is advised that similar studies be carried out using a range of research methodologies to identify the shifting attitudes toward family engagement, such as using two groups: the control and experimental group.
8. The possibilities of new media and formats should be investigated in order to encourage parental involvement, particularly at the primary level. The youth of today are products of the Internet era. Many people have better technology skills than their parents do. Parents must learn to communicate with these children in their language and become familiar with the technology that comes so effortlessly to them. They must have a thorough awareness of the instruments at their disposal and significant contemplation on how to utilise them to improve communication with the kids if they are to be successful with it. The school ought to think about holding a seminar or workshop for parents on using technology and internet resources.

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**Citation of this Article:**

Nawaz, S., & Dahar, M. A. (2022). Exploring family involvement of pre-schooling learners in Rawalpindi. *Journal of Early Childhood Care and Education, 6*(2), 00-00.