

# **PATERNAL ENGROSSMENT AND PRIVATE COACHING REGARDING SCHOLASTIC EXECUTION OF STUDENTS: A GENDER BASED COMPARATIVE STUDY**

**Malik Amer Atta<sup>1</sup>, Bakhtiar Khan Khattak<sup>2</sup>, Muhammad Zahid Awan<sup>2</sup>**

*<sup>1</sup>Institute of Education & Research Gomal University, Dera Ismail Khan*

*<sup>2</sup>Department of Business Administration Gomal University, Dera Ismail Khan*

## **ABSTRACT**

*Given research work focused on the “gender based comparison on paternal engrossment and private coaching regarding scholastic execution of students at primary level”. A sample of 80 students of 5<sup>th</sup> class from ten different primary schools was taken. To analyze the results t-test was used. The data was analyzed by using the statistical tools to find out the answers of research questions and to reach the conclusion more carefully. In this comparison it was conducted that parental engrossment turn out significant effect on student scholastic executions as compared to private coaching. On the bases of results researcher has analyzed that when parents involve in the studies of their children then their educational attainments is high as compared to private coaching.*

**Keywords:** *Paternal Engrossment, Private Coaching & Gender Comparison*

## **INTRODUCTION**

In previous some years, intellectuals are concerned with poor scholastic execution of children. Different research studies shown that there are several factors which are responsible for scholastic failure of learners, such as home, social environment and poor socio-economic status of family. In this scenario generally schools are considered as places which provide proper learning environment to a child, but importance of paternal engrossment cannot be ignored. Paternal engrossment contributes significantly in the scholastic execution of his/her children at various levels. The pivotal role of parents still continues. It has been recognized by the teachers and parents themselves that they are essential for the scholastic execution of their children. Individuals need concentrated guidance for scholastic execution at primary level.

In Pakistan some parents involve in the educational activities of their children but some arrange private coaching for the scholastic execution of their children. Paternal engrossment leads to increased time spent on homework effectively which is highly correlated with the scholastic enactment of their children. Most of the parents provide various educational facilities to their children but don't participate in the scholastic activities of their children; private coaching is one of those activities. Parents provide

private coaching facilities to their children due to some reasons i.e. parents are uneducated, they have no time due to their jobs, they come late to their homes, they are excessively busy to increase their financial condition etc. All these types of parents arrange private coaching facilities to increase scholastic performance of their children. Now a days private coaching is becoming a tradition. At primary level children needs continuous supervision, care, involvement and guidance of their parents so paternal interest in the different curricular and co-curricular activities of their children lead to better scholastic execution of their children.

### **Statement of problem**

The problem under study was the “paternal engrossment and private coaching regarding scholastic execution of students at primary level; a gender based comparative study”.

### **Objective of Study**

The main objective of the study was to determine gender based comparison on paternal engrossment and private coaching regarding scholastic execution of students at primary level.

### **Significance of Study**

This study may be significant due to following reasons:

- Highlights paternal interest in the educational activities of their children.
- Parents who don't participate in the scholastic activities of their children and stress only and only on the private coaching.

### **Hypothesis**

The main hypothesis of the study was:

H<sub>0</sub>: There is no significant difference between paternal engrossment and private coaching regarding scholastic execution of students at primary level.

## **LITERATURE REVIEW**

### **Paternal Engrossment Effect on Scholastic Execution**

Monadjen (2003) explains that number of programs employ this principle that parents should participate and make decisions. In schools and different learning situations parents may be included on decision-making committees, in this way them aware about the progress of their children. In this way parents develop more positive attitudes about the school and teachers. Involvement of parents put greater support from the community for the school. In this way parents may seek further education for their children, when they

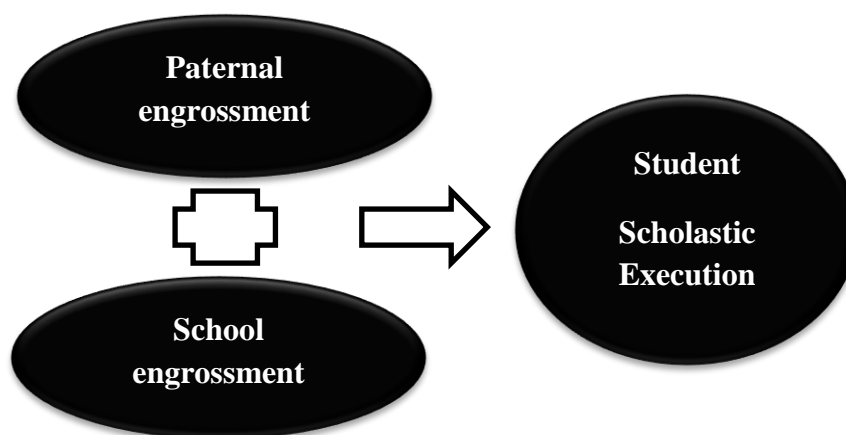
are involved in such a positive way. Gordon's (2003) regarding community impact model home (parents), school and community are interrelated; community's resources focused on expediting the home-school-community enterprise. Therefore, according to this model, the influence of home-school-community participation play important role in the progress of individuals.

Epstein (1997) children learn and grow through three overlapping spheres of influence: family, community, and school so the parents must watch each and every activity of their children in these areas. Epstein also defined six types of engrossment based on these three influences like skills, communicating, offering, decision making, learning at home, and collaborating with the community, all these six types of engrossment enhance the scholastic execution of the children. Grolnick (1994) parent-child interactions effect on child performance in three dimensions i.e. paternal behavioral involvement, paternal personal involvement and paternal intellectual involvement, these involvements play crucial role to enhance the abilities, knowledge, skills and also scholastic execution of their child's in various fields of teaching learning programs. Researcher also explore that paternal involvement affects student attitude, interest because these communications affect students' motivation, belief, sense of competence, and readiness in education in order to control over their success in school.

Hilton (1998) since paternal sharing with the scholastic activities of their children's is so naturally alluring that it have considered significant ingredient for the omission of many educational problems. In this scenario a huge study was conducted to create the quantitative information between these associations, the findings expose meaningful relationship between paternal participation and scholastic executions. Regarding these researches it was concluded that paternal involvement for children's has the strongest relationship with student's scholastic executions. Hoover (1995) paternal involvement broadly means the inclusion of parents regarding home-related activities and school-related activities. Paternal engrossment shows the beliefs of parents about their roles and responsibilities. In the sense this belief can help their children in school life, remove coming problems and improve scholastic execution of their children in accurate direction. Regarding paternal involvement schooling children is affected through their acquisition of knowledge, learning, motivation, skills, and an increased sense of confidence that they can succeed in school.

Schlosser (2005) predictions regarding different theories explore a noteworthy effect of paternal engrossment on future speculative attainments of children. Paternal engrossment has too much effect on the scholastic executions of the students, so there is a strong positive correlation between paternal engrossment and scholastic attainment, through

their effort parents can motivate their children's in teaching learning programs. Stanley & Schechter (1979) those parents who check the different activities of their children's play very decisive role in the scholastic executions of their children. Some places are too much crucial in which the children's activities directly or indirectly should be watched i.e. school, society and home. All those parents who make possible of their involvement can easily enhance the performance of their children. Regarding some research findings involvement of father or mother has crucial effect on the scholastic executions of their children but paternal involvement can too much increase the performance of their children.



### **Private coaching**

Hughes (2010) home coaching is better than the private coaching. In private home coaching individual attention is provided to the children's. Private home coaching can increase levels of progress of individuals and develop study skills. Private home coaching is not only necessary for children but it is also necessary for adult to improve their performance. Charles Cheow (2010) in a school some subjects are difficult and confusing and also demand consistent coaching, so with the help of private coaching these difficulties can be removed. Selection of better private coach for their children improves the performance and knowledge of individuals. Laosa (1989) when homework assigns to secondary school students, then they take help from different angles one of these angles is a private coaching which is very common because it is not possible for the students to solve this work without any help. The science students face so many problems, science subjects require much more guidance and counseling as compared to arts subjects because there is too much relation of theory and practical's, it means theory and practical's go side by side.

Some students ask so many questions because they have in-born curiosity. Due to non-availability of paternal engrossment the private coaching is the best alternative to solve all these problems and to satisfy the curiosity of students. Becker (2001) private coaching provides a chance to those individuals whose parents are busy and cannot give time to their children. Private coaching improves the ability, skills, knowledge and values of individuals in order to come up with an answer that how to deal with difficulties and how to solve these difficulties. Since students are curious about different type of things so private coaching regarding scientific topics does involve investigating in the sense to remove all type of confusions, difficulties and can do best in the classroom.

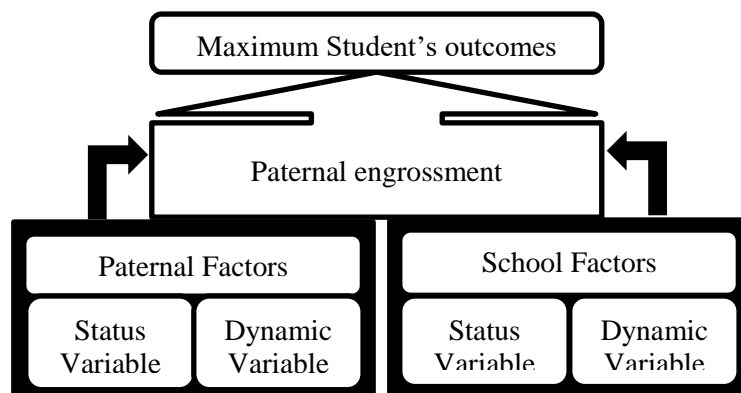
### **Reimbursements of Private Coaching**

Becker (2001) busy life of parents improves the popularity of private coaching. All those secondary school students who take private coaching performed better than their class fellows. Not only the private coaching is advantageous for younger children but it is equally beneficial for the senior children. Private coaching develops sound independent study skills due to which students focus on constant learning. Not only private coaching helps the individuals to attain their scholastic objectives but it also helps them in their career.

Goh (2010) some welfares of private coaching listed below:

- Private coaching provides special attention to the individuals.
- Private coaching helps to build confidence and speed up the learning process of individuals.
- With the help of private coaching individuals are able to focus more on difficult subjects.
- Through private coaching individuals take full advantage in various exercises to improve their performance.
- Individuals are able to share their views, thoughts and opinions with their tutors.
- Through private coaching individuals improve their communication ability.
- Through private coaching parents easily aware about the progress of their children.

Barone (2006) parents pay much more on the private coaching of their children than the regular school fees in order to increase the academic ability of their children. Now in the poor families, parents are under tremendous pressure to send their children for private coaching, because due to poor quality of education in government schools. The supremacy of private coaching may reflect a strange academic culture where competitive pressure and high aspirations combine to create an environment in which coaching is seen as requirement for any kind of educational attainments.



## METHODOLOGY OF STUDY

### Population

Population of study consisted of all the primary level male and female students of higher secondary schools in District Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.

### Sampling Techniques

Multi stage, stratified and simple random sampling techniques were used to collect and analyze the data

### Sample

*Sample # 1:* From the strata of male primary school five primary schools were randomly selected, from each school eight 5<sup>th</sup> class students were selected randomly in which four students acquire private coaching and four were under the guidance of their parents. So total 40 students were selected in which 20 get private coaching and 20 were under the guidance of their parents.

*Sample # 2:* From the strata of female primary school five primary schools were randomly selected, from each school eight 5<sup>th</sup> class students were selected randomly in which four students acquire private coaching and four were under the guidance of their parents. So total 40 students were selected in which 20 get private coaching and 20 were under the guidance of their parents.

### Instrument

In order to get relevant data about the male and female primary school students a comprehensive questionnaire was developed validated and used as an Instrument. Researcher personally visited and distributed the questionnaire to the relevant responses

of the students. The students were asked to give their precise response, because all the responses were kept secret.

### Statistical Analysis of Data

To calculate the collected data arithmetic mean, t-test and co-efficient of variation was used as statistical technique. Alam (2000), Consistency is used as terms opposite to variation (dispersion). A data is considered more consistent and stable if it has less variation and likewise it is less stable if variation is more (p.151). Chaudhary et al (1996), the co-efficient of variation is also used to compare the enactment of two candidates, means that lower the variation greater will be the progress and greater the variation less will be the progress (p.106).

Chaudhary et al (1996), the applied formulae of test were as under:

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)}{S_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}, \text{ with } v = (n_1 + n_2 - 2) \text{ d.f.}, \text{ Where } \bar{x}_1 = \frac{\sum x_1}{n_1} \text{ \& } \bar{x}_2 = \frac{\sum x_2}{n_2}$$

$$\text{Pooled estimate } S_p^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}, \text{ Where } S_1^2 = \frac{\sum x_1^2}{n_1} - \left(\frac{\sum x_1}{n_1}\right)^2 \text{ \& } S_2^2 = \frac{\sum x_2^2}{n_2} - \left(\frac{\sum x_2}{n_2}\right)^2$$

$$\text{Co-efficient of Variation for Control Group} = C.V_A = \frac{S_1}{\bar{x}_1} \times 100$$

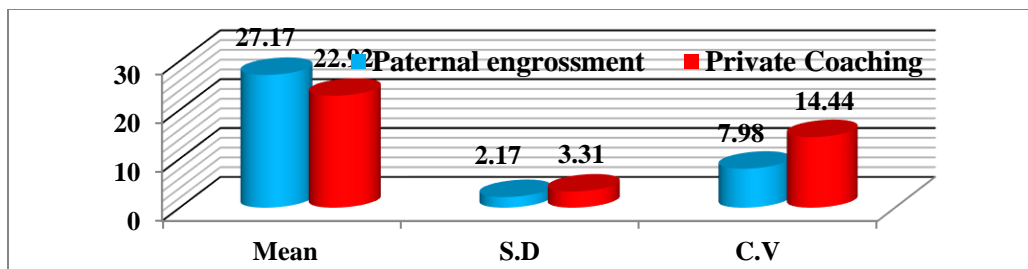
$$\text{Co-efficient of Variation for Experimental Group} = C.V_B = \frac{S_2}{\bar{x}_2} \times 100$$

### DATA ANALYSIS AND INTERPRETATION

The study aimed at comparing the parent's participation and private coaching regarding academic achievement of students at secondary school level.

Comparison of paternal engrossment and private coaching regarding scholastic executions of male students

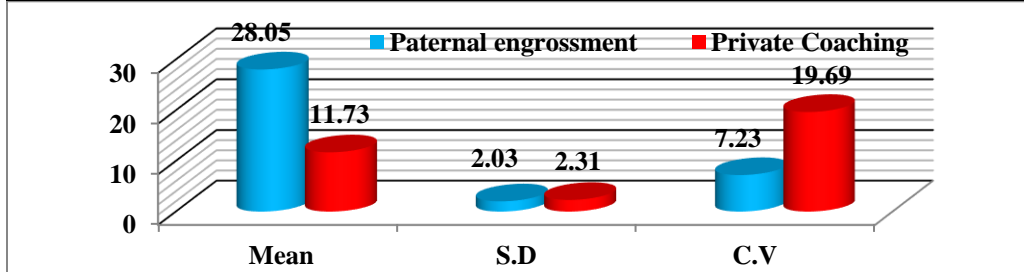
Group of Students	N	Group Mean	S.D	C.V	d.f	$\alpha$	t-Tab	t-Cal
Paternal engrossment	20	27.17	2.17	7.98	38	0.05	2.021	6.31
Private Coaching	20	22.92	3.31	14.44				



The above table indicates that the mean of paternal engrossment and private coaching were 27.17 and 22.92 respectively, SD in the scores of two samples was 2.17 and 3.31 respectively. The obtained t-Calculated value 6.31 is greater than the t- tabulated 2.021 so we accept alternative hypothesis ( $H_1$ ) and concludes that there is significant difference of paternal engrossment and private coaching regarding scholastic execution of students at primary level. The difference was in the favor of those students who were under the guidance of their parents. Similarly Co-efficient of Variation (C.V) of paternal engrossment and private coaching is 7.98 and 14.44 respectively. Since C.V of those students who were under the guidance of their parents is less than the private coaching students so there is consistency in the performance of paternal engrossment regarding scholastic execution.

Comparison of paternal engrossment and private coaching regarding scholastic executions of female students

Group of Students	N	Group Mean	SD	C.V	d.f	$\alpha$	t- Tab	t-Cal
Paternal engrossment	20	28.05	2.03	7.23	38	0.05	2.021	5.67
Private Coaching	20	11.73	2.31	19.69				



The above table indicates that the mean of paternal engrossment and private coaching were 28.05 and 11.73 respectively, SD in the scores of two samples was 2.03 and 2.31 respectively. The obtained t-Calculated value 5.67 is greater than the t- tabulated 2.021 so we accept alternative hypothesis ( $H_1$ ) and concludes that there is significant difference of



paternal engrossment and private coaching regarding scholastic execution of students at primary level. The difference was in the favor of those students who were under the guidance of their parents. Similarly Co-efficient of Variation (C.V) of paternal engrossment and private coaching is 7.23 and 19.69 respectively. Since C.V of those students who were under the guidance of their parents is less than the private coaching students so there is consistency in the performance of paternal engrossment regarding scholastic execution.

### **Summary**

It is a primary level gender based study in which researcher compare the progress of those students who were under the guidance and control of their parents and those students who get private coaching due to non-participation of their parents. A comprehensive questionnaire was developed, validated and administered personally to the primary level students. Data was analyzed with the help of t-test as a statistical analysis technique. It has been found that paternal engrossment plays a very crucial role in the scholastic executions of the students at primary level, because parents have emotional attachment with their children and they also pay full attention which is very much lacking in the schools and in the private coaching.

### **Findings**

#### **For rural school**

The calculated value of t-distribution is 6.31 while table value is 2.021.

#### **For urban school**

The calculated value of t-distribution is 5.67 while table value is 2.021.

### **CONCLUSION**

There is a positive effect of paternal engrossment on the scholastic executions of students of male and female schools as compared to private coaching. The scholastic executions of those students who were under the guidance of their parents are better than those who get private coaching. It means that the parents can play active roles while focusing upon the studies of their students. Similarly, the students are also required to share their academic problems with their parents. There are following recommendations on the bases of the findings and conclusions. This study may indicate that paternal engrossment play a crucial role in the progress of students. This study may indicate that parents can play an important role in strengthening their children education. The same type of research can also be applied for the elementary, secondary and higher secondary schools.

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