

A STUDY OF MATERNAL ROLE IN STUDENTS LEARNING AT PRIMARY SCHOOL LEVEL IN PESHAWAR

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ABSTRACT

Mothers' role in children's education is of great interest and importance. The purpose of this study was to get information about the relationship between Mothers involvement in children's learning and its process. The research objectives were: to know about mother's role in students learning at primary level, to know about the benefit of mother role in learning. Research question was: what is mother role in teaching learning process at primary level? To know about the benefit of mother role in learning? A total 100 students of class fourth were randomly selected as sample from selected schools due to their performance from the teachers' assessment record and the total mothers of the selected children were also part of the sample, for the study. Data were collected through a likert scale questionnaires. The Scores showed that there was a relationship between mothers' involvement and students learning and academic achievement. It was concluded that mothers involvement in their children's education influence their children's performance. It was recommended that there was need for school managers to encourage mothers to monitor and participate in their children's education. Mother should give a proper time to child during learning and make a complete time table and also spare a place for them to make a sort of classroom.

Keywords: Education, academic achievement, mothers' involvement, primary level.

INTRODUCTION

Mother's involvement in children's education is very important. Parents had the duty to look after their children, protect, educate, discipline, clothe and bring them up to be well behaved and integrated members of the society. If parents failed in their duties towards their children, the wider community could punish them through pouring shame on them. Mother's involvement in children's education helps to send a message to the pupils that school is important. Mother's involvement has a positive impact on children's social, emotional and cognitive development. The long-term effects of mothers' involvement with their children are manifested through childhood and adolescence. For children with a mother figure who describe greater mother support have a stronger sense of social competence and fewer depressive symptoms. Mother's involvement has been defined differently by different researchers. The most obvious continuum involves the amount of time mothers invest in any particular form of Mothers involvement. Some of the parents may spend little time playing with their children but their degree of involvement in this area may be quite high if they make vital decisions about how their children's play time is structured. Other mothers may spend a great deal of time doing certain things with or for their children but they may invest little of their heart and soul into this situation. They may merely be going through the motion of being involved.

Mothers involvement and described each of the aspects by identifying involvement activities for each. The specific general aspects are: communication, teaching, monitoring, thought

processes, errands, child-related maintenance, shared interests, planning, shared activities, providing, affection, protection and supporting emotionally. This theory was relevant to this study because it brought out ideas on how mothers get involved with their children.

According to Waime, (2007) Mothers involvement has been identified to include the quality of time a mother spends with a child, physical and emotional presence, mother's warmth, his masculinity, mother's expectation of the child, mother's attitude, mothers' provision of materials to the child and behavioral sensitivity towards the child. These Mothers behaviors are related to the development of the following characteristics in the child; adaptive and problem solving abilities, cognitive abilities, social competences and capacity for attachment, empathy, self-control, moral sensitivity and higher sociability and compliance. Changes are rapidly taking place in Africa and the upbringing of children is affected by modern changes. The children learn from their mothers without even realizing that they are learning. He went further to state that a mother's role in raising children has changed dramatically with the modernization of the society. Nowadays mothers go out to work wherever their skills take them or where work can be found. This makes the children to yearn for the closeness with their mothers. Parenting has become mother's business while the mother is out there looking for a living. Mothers are an integral part of their children's health, emotional, physical and cognitive growth.

OBJECTIVES OF THE STUDY

1. To know about mother's role in students learning at primary level.
2. To know about the benefit of mother role in learning.

LITERATURE REVIEW

According to Gitau (2014) children with involved, caring mothers have better education outcomes. The reason for this is that mothers push for achievements. Besides, children of school-going age especially boys who have involved mothers have fewer social behavioral problems and are likely to have good emotional health and be high achievers. The hope that mothers hold for their children's success in life is often first vetted through their children in school.

Indeed, doing well academically is related to doing well in later life (Butler, Beach, & Winfree, 2008). Some Kenyan children are subjected to neglect mainly due to poverty, rapid social changes and family breakdown especially in the urban areas. Many mothers would want to be involved in their children's lives especially on issues concerning schooling but they do not have enough time. Mothers are not getting involved in their children's education as expected.

This is in line with (Team, 2010) when he notes that parents have converted the role of teachers in school from teaching to parenting or the super human that can take full teaching load and full-time parenting roles. He also notes that growing and developing children is a responsibility shared among parents, teachers and counsellors. He goes further to say that mothers who over-indulge in their business and office work to the extent of neglecting their children's emotional needs are courting problems of their children's performance. Children need mothers who are involved because they need mothers who can impart values and morals. There is need for mothers to identify their roles and to balance their schedules and appropriately adjust to proper parenting and give quality time for guidance to their children (Team, 2010).

Furthermore, (Gadsden, 2007) suggested that more educated mothers tend to engage in child care more readily and more often spend more time with children in education related activities such as reading. There is a relationship between maternal involvement and pupils' academic achievement. In USA Robert, Deanne and Sara (2004) who did a study on the relationship between college mothers' academic achievement goals and their attitudes towards their children's schoolwork had found that a mother's adoption of learning goals in her college education was positively related to the endorsement of a process with respect to assisting and evaluating her child on academic tasks.

Augustine. (2010) who did a longitudinal study on family structure, maternal education and children's academic achievement had found that children of women with advanced degrees performed better than their peers with mothers of high school education. This means that the children of more educated mothers started off school with a clear advantage and they maintained this advantage over the next few years.

Nyarko (2007) had found a positive and a significant correlation between mothers and mothers' home involvement and the academic achievement of the adolescents. Mdada (2000) who did a study to examine the impact of home-environment on pupils' academic achievement and found that children's whose mothers involved themselves in school matters fared reasonably well in terms of academic performance than those pupils whose mothers did not get involved.

Muindi (2010) reports that the Kenya National Examinations Council carried out a survey to find out what determines the performance of students at the end of the school cycle. The survey also examined the children's personal, home and school profiles and how they support and hindered learning. According to the study, the job of helping children with homework was left to siblings (46%). The study also showed that more than 60% of parents were not taking a close interest in their children's homework. Eighty-eight per cent of the pupils interviewed admitted that they were given homework at school yet only half reported having been helped by their parents. The mothers were found not to be taking interest in their children's homework.

Piaget's (1970) Theory concerns the development of intelligence, that is, how children construct knowledge of the world and how they put that knowledge to use. Piaget (1970) states that the infant will come to look at things he or she grasps and grasps things he or she looks at because of maturity and experience. Piaget also believes that thinking is a progression from simple to mature thinking. He established a sequence of age related stages in which each stage is dependent on the one before it and is characterized by certain features that make it different from those preceding it and those succeeding it. his theory is based on the idea that a developing child builds cognitive structure – in other words, mental “maps” schemes, or networked concepts for understanding and responding to physical experiences within his or her environment.

RESEARCH METHODOLOGY

This was a descriptive study. The data was collected from the respondents through questionnaire from the sampled respondents.

Research Tools

The research tool of the study was an questionnaire for the students designed with five points Likert Scale options. And the analysis was done by using likert scale mean score values. School records were also utilized to get the scores that were used for the pupils' academic

achievement. Academic performance scores were obtained from the records of the examinations that the pupils had done in the consecutive three terms.

Data Analysis

No	Statement	SA	A	UD	DA	SDA	Mean Score
1	Mothers help students in their Homework.	50 250	30 120	5 15	10 20	5 5	4.1
2	Mothers guide children in learning difficulties.	60 300	25 100	5 15	5 10	5 5	4.3
3	Mothers help children in solving problems.	55 275	35 140	5 15	5 10	0 0	4.4
4	Mothers motivate children for study.	45 225	30 120	5 15	10 20	10 10	3.9
5	Mothers encourage children in Home Assignments.	45 225	35 140	6 18	9 18	5 5	4.06
6	Mothers provide children financial support.	25 125	25 100	10 30	25 50	15 15	3.1
7	Mothers provide children moral support.	40 200	35 140	10 30	10 20	5 5	3.95
8	Mothers contact schools regularly.	35 175	35 140	5 15	10 20	15 15	3.65
9	Mothers are supportive in children development.	50 250	40 160	3 15	5 10	2 2	4.37
10	Mothers appreciate children more than Mothers.	55 275	40 160	3 9	2 4	0 0	4.48
11	Mothers are always available for all sort of help and guidance.	60 300	35 140	2 6	2 4	1 1	4.51
12	Mothers are very much sincere to children in Teaching Learning process.	50 250	35 140	5 15	7 14	3 3	4.22
13	Mothers acknowledge and appreciate children's success.	56 280	30 120	6 18	4 8	4 4	4.3
14	Mother's ability to support his child's learning affects the child's engagement with books and schooling	40 200	35 140	5 15	10 20	10 10	3.85
15	Mothers care has better education outcomes.	70 350	30 120	0 0	0 0	0 0	4.7

DISCUSSION

The table shows that most of the mothers help students in their home work as the mean score is 4.1 which also indicates that high number of people are agreed with the statement. The

statement that mothers guide children in learning difficulties are also agreed upon many respondents which is revealed by the mean score 4.3. Majority of the respondents are supporting the statement that the mothers help children in solving problems as the mean score is 4.4. In the response of the he statement that mothers motivate children for study, as the mean score 3.9 shows that majority of the people are in favor of this statement. Similarly the high mean score of 4.06 about the statement that mothers motivate children for study indicates the agreement of the sample. Table also shows that mothers provide children financial support to some extent as the mean score of this is 3.1. The statement that mothers provide children moral support is agreed upon many respondents according to the mean 3.95. Answers of the sample indicate that some mothers contact schools regularly as the Score is 3.65. The mean score of 4.37 indicates strong support from the respondents that mothers are supportive in children development. It seems also true that mothers appreciate children more than Mothers because mothers has profound attachment with their children and mean score also support it by showing 4.48. Mothers are always available for all sorts of help and guidance, it is strongly agreed by the people without any doubt and its Mean Score is 4.51. The statement that the mothers are very much sincere to children in Teaching Learning process is another strong favor from the respondents as the Score of table is 4.22. Majority of the people accept the statement that mothers acknowledge and appreciate children's success as the finding of the table shows 4.3 mean score. 75% respondents agreed that mother's ability to support his child's learning affects the child's engagement with books and schooling while 5% respondents were undecided and 20% showed disagreement, its mean score is 3.85 which means that majority of the respondents were agreed with the statement that mothers care has better education outcomes as the mean score is in its favor. The statement regarding mother care mean score is 4.7, which shows that majority of the respondents are agreed with the statement.

CONCLUSION

The findings showed that children who received slightly more mothers' involvement in their teaching activities on average performed better than children whose mothers were less involved in their teaching activities. A few mothers of both the high and low performers were reported not to have been involved at all. The Scores showed that more mothers of high performers were always involved in shared activities as compared to mothers of low performers. The findings show that children who received more attention or mothers involvements in their shared activities on average performed better than children whose mothers were less involved in their shared activities. Mother's involvement in children's shared activities is moderate among low performers and high among high performers. Mothers' involvement in children's monitoring activities is moderate among low performers and high performers. Generally the findings show that on average children whose mothers are always involved in monitoring activities perform better than children whose mothers are less involved in monitoring their academic activities. This Score implies that there was a relationship between mothers' involvement in pupils' education and pupils' academic performance. This could be due to the fact that mothers knew the importance of their involvement in their children's education, thus making them more committed. Their Scores indicated that the more intensively mothers are involved in their children's learning, the more beneficial are the achievements effects. Some mothers never selected or purchased books for their children. There is the odd possibility that the mothers selected books on their own and gave the money for the buying of books. In many cases the mothers could be acting like silent providers who gave the financial resources. There is also likelihood that some of these mothers who never bought their children books might not be aware of the importance of buying books for their children. The findings show that some of the mothers were not

involved in their children's education because they delegated some duties to their wives. Children's schooling found that mothers were less involved than mothers in all types of school activities. Findings from this study may be useful in helping mothers to involve themselves with their children in relation to children's school performance in a non-Western context. The findings may also assist scholars and other students who may be interested in pursuing studies in this field; it will provide a basis for further investigation and conclusive study on Mothers involvement issues. One of the limitations of the study was that the researcher used teachers' assessment because it was not possible to come up with one uniform test due to varied coverage of the content in different schools. To make up for this limitation, it is recommended that all schools should make sure that they cover their syllabus in the right time. The study recommends that the school managers and the administrators should try to create awareness in mothers on the importance of their involvement in their children's school work. The mothers need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities and active assistance among others. School management also should encourage mothers to attend parents' meetings and discuss their children's performance with their teachers. This is because the Scores from this research showed that the mothers who were less involved in their children's education had children with low performance than children whose mothers were more involved.

RECOMMENDATION

1. The very first recommendation is that Mothers should help students in their Homework and the mothers should be trained in teaching skills for making them well equipped with teaching their kids.
2. Mother should motivate the child for learning at home. The mothers should be given proper guidance about their children education.
3. Mother should encourage the students in learning at home setting and make it as a routine at home so that students also get leisure time properly.
4. Mother should contact with school staff about their children strengths and weaknesses to make them aware about their students.
5. Mother should provide the basic facilities to the child about the study and home work.
6. Mother should participate in school meetings and share their children schedule with them.
7. Mother should give the moral support to students at home and advise them to be polite in schools too.
8. Mother should give a proper time to child during learning and make a complete time table and also spare a place for them to make a sort of classroom.
9. Mother should provide financial support to their children and also contact their concerned schools to contact them in case of any books or other necessary needs to their children.
10. Mother should guide children in learning difficulties. They also ask their teachers in this regard. The mothers should maintain regular contact with their children schools head teachers.

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