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## The Relationship between Psychosocial Invitation and Parental Involvement in Out-Of-School Time Program: A Literature Review

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### Abstract

Parents involved in school events or activities or any program demonstrated a key factor for children's academic achievement. Teachers provide learning resources or information about children's learning, and teachers who focus on parent engagement often see a profound change in their classroom, especially their invitation to the parents. The influence of psychosocial invitation can play a vital role in parental involvement in children's academic development. This study explores the relationship between psychosocial invitation and parental involvement in a school program. Study explains the concept of psychosocial invitation according to the review of literature. In addition, this study aims to provide fundamental knowledge and literature review for all researchers in further research. This study uses the quantity descriptive research method. The findings of this study are about the relationship between psychosocial invitation and parental involvement in out-of-school time programs. It is hoped that the writing can be used as a guide by all researchers who are straightly doing research in this research scope. The influence of psychosocial invitation towards parental involvement must be taken seriously in further to assisting, accompanying and guiding their children so that academic achievement can be enhanced. It is also recommended teachers and schools should give more fruitful collaboration between schools to facilitate their needs and potentials.

**Keywords:** Psychosocial Invitation, Parental Involvement, School Program, Academic Achievement, Parent Engagement.

## Introduction

Parental involvement has been distinguished as one's take place at home or in school. Parents who take part at home means they help their children with proper care on health, physical development, overall education like look into their homework, and their development of their intellectual affinities, for creating better moral values, attitudes and habits, providing structure conducive to learning. While parents who take part in school meant to include volunteering at school, attending back-to-school night, attending parent-teacher conferences, taking part in school events, and communicating with their teachers to get to know them and their expectations, and discuss school-wide programs. Parental involvement is important because parents play a vital role in their child's personal and educational development. When there is good communication between parents and children, parents and teachers, and parents and school, absenteeism decreases. Considering the importance of parents' involvement in school activities, research has analyzed the positive effects of parental involvement in six factors, one of the factors is volunteering at school. One of the most direct ways for parents to be involved in their children's education is to volunteer at school. Parents who volunteered at school were more supportive of parental involvement. These supportive parents in the context of supportive education, open an important pathway to increased children's academic and social outcome. Parental involvements in schools have long been recorded as a key factor in children's academic and socioemotional development.

Further, it is described as parents as part of their responsibility for children's psychosocial and educational development. The factors that influence psychosocial include contextual invitation. These contextual invitations include general school invitation, teacher invitation and child invitation. The general schools' invitations to involvement is the school invitations to the parents in influencing parents' decision to become involved in their children's education. The teachers' invitations have emerged when parents feel welcome in their children's school. Teachers' encouraging frequent teacher-parent communication about the child, suggesting ideas for practicing schoolwork at home, or promoting home or community activities relevant to the child's learning. Specific children's invitations to involvement where children's own desires motivated parent's assistance in academic work, and motivated parent's attendance at school activities. The school invitation, teacher invitation and specific children's invitations are those factors incorporated in psychosocial invitation factor which has been suggested as one of the influence factors in parental involvement.

## Research Problems

Parents are the primary caregivers to their children's learning and development. Al Sumaiti (2012); Tam & Chan (2009) documented that the higher the parental involvement level among primary children, the more successful the children were. In Malaysia, Ong (2010) study has suggested motivation and parental involvement are equally important, there is still insufficient study to promote the importance of parental involvement. Green et al. (2007) study reported contextual invitations, is a factor that has a strong relationship to parental involvement especially involvement in school. According to broad psychological theories, models developed by Hoover-Dempsey & Sandler (2005, 1997, 1995), one of the crucial motivation sources for parents' involvement in their children's education, suggested parents' perceptions of contextual invitations (general invitations to involvement from school, specific invitations to involvement from the teacher, and specific invitations from the child), could be a powerful prompt to parental involvement. In scholar study, the general schools' invitations

to involvement have not been thoroughly researched as a predictor of parents' involvement decisions.

Generally, in literature, the school's general invitation to involvement often emerged in the form of volunteering, attending workshops and other activities. A study by Van Voorhis (2013) showed that parents from diverse backgrounds, when given direction from school, could become more engaged with their children's learning and have indirect impacts on their children's learning. Teachers' invitations emerge, in part, when parents feel that schools are open to and willing to support their involvement, parents are more likely to take part (Hoover-Dempsey et al., 2005). Researchers have suggested that teachers' invitations have strong relationship between the parent involvement behaviors (Green and Hoover-Dempsey, 2007; Trumbull et al., 2003; Epstein & Van Voorhis, 2001; Desimone, 1999; Grolnick et al., 1997). However, teachers and parents were reported to be unable to distinguish the importance between relationships in the family and relationships in the schools (Lightfoot, 1978). Scholar suggested specific invitations to involvement from the child have been consistently found to be the strongest predictors of the parent's involvement across the schools' contexts and grade levels (Anderson & Minke, 2007; Green et al., 2007; Deslandes & Bertrand, 2005; Hoover-Dempsey et al., 2005; Sheldon, 2002). Parents generally want their children to succeed and are motivated to respond to their children's needs (Grusec, 2002; Hoover-Dempsey et al., 1995). However, little focus has been given on this focus in Malaysia's context.

In Vallymalay (2012) study has emphasized parents' motivation on parental involvement, but the relationship between the factor of psychosocial invitation has yet to be examined. Therefore, it is very important to explore the correspondence between parents' psychosocial invitation towards parental involvement behaviors primarily in out-of-school time storytelling programs in public schools in Malaysia. The psychosocial invitation factor may bring effects to parental involvement behaviors. It is also able to get a better understanding on how parents psychosocial invitation motivated parental involvement decisions. The psychosocial invitation is to predict parents' involvement behaviors in out-of-school time programs.

### **Literature Review**

On broad psychological theories, Hoover-Dempsey & Sandler (2005, 1997, 1995) model provides a strong, specific theoretical framework for examining specific predictors of parental involvement. This model is a comprehensive model from parents' perspective about the process of parental involvement based on psychological and educational studies. Hoover-Dempsey & Sandler (1997, 1995) address the process of parental involvement in a diverse and dynamic manner. Figure 1 shows the model that was used in this study.

**The Model of Parental Involvement**

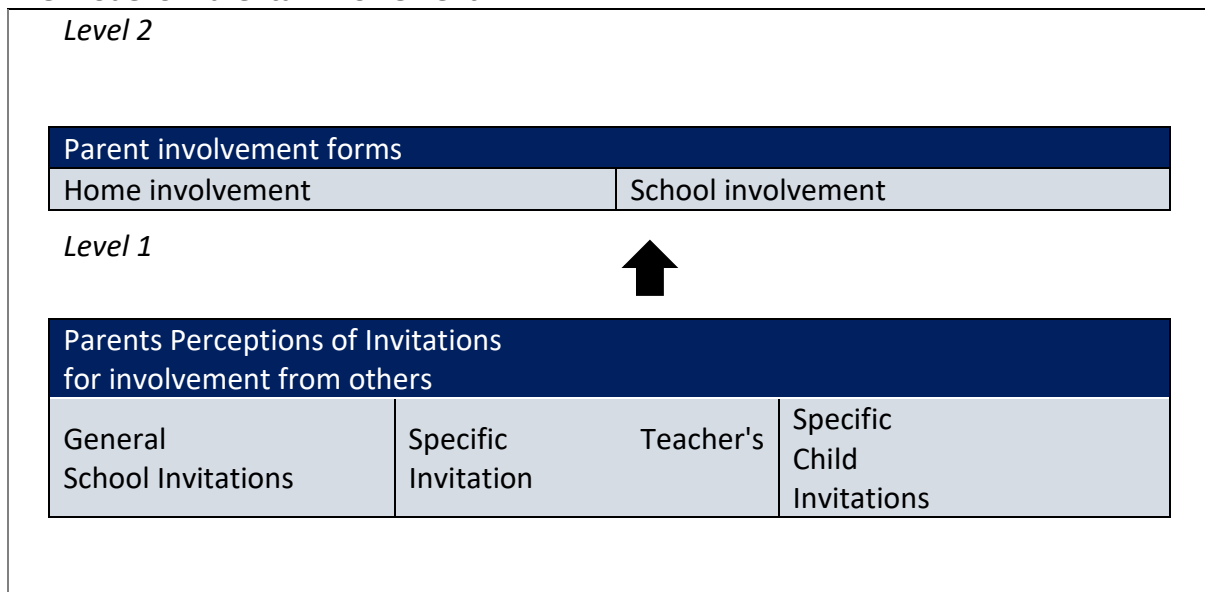


Figure 1: Model of Parental Involvement (Source: Hoover-Dampsey and Sandler, 2005)

Models of parental involvement were developed by Hoover-Dempsey & Sandler (2005), which presented the perspective about the parents' involvement process grounded in psychological and educational research, and explained why parents chose to be involved. Level 1 of the model, comprises the parents' perception of invitations to involvement from the school, teacher and child. Level 2 comprises parents' involvement forms which are home involvement and school involvement. In this study, the more focus of parents' involvement is at the school involvement. The theory on model-based contextual invitations to involvement (general invitations to involvement from school, specific invitations to involvement from the teacher, and specific invitations to involvement from the children, discussing on values, goals, expectations aspirations, engagement at home, communication with parents, teachers and schools, and involvement in school. All model-based sources of parents' motivations may be assessed to parents' school-based involvement activities.

**Theoretical on Bronfenbrenner (1979)**

Bronfenbrenner (1979) viewed individual's behavior solely by examining individual traits or abilities. He found ecological system theory and viewed it is a developmental theory that describes the individual (child, parent) in relation to the system as a whole (White & Klein, 2008).

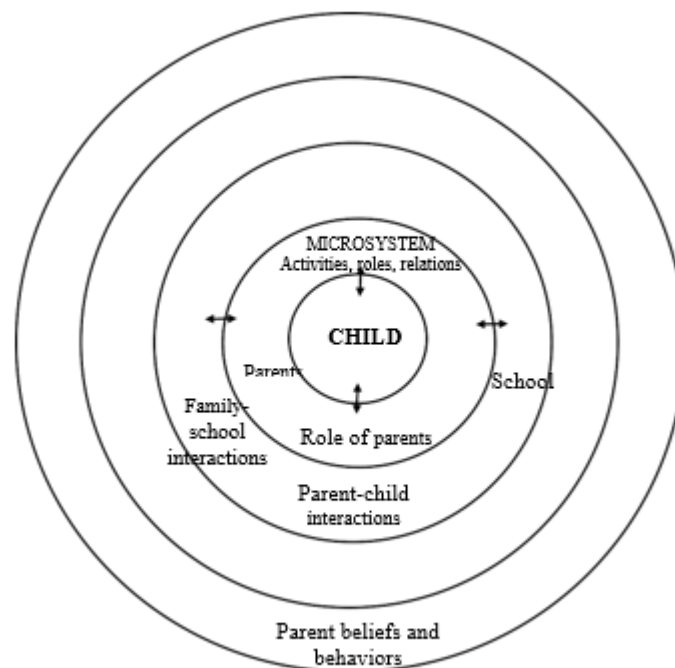


Figure 2: Ecology System Theory

Referring to the theory, the development of children was affected by their family and surrounding world (Bronfenbrenner, 1979). In this theory, a child is nested in spheres of systems such as microsystem (role and relation), mesosystem (two or more microsystems interrelating with an individual) (White & Klein, 2008).

Bronfenbrenner (1989) described

(i) The microsystem is the immediate context, the child lives, grows and evolves (parents, friends, teachers, etc.). Bronfenbrenner (1989) explained the micro-system as a pattern of activities, roles, and interpersonal, the efforts in developing children in a given face-to-face setting, especially in material and physical features, and encompasses other persons with distinctive characteristics of temperament, personality, and systems of beliefs.

(ii) The mesosystem refers to school-based involvement (Bronfenbrenner, 1979), consisting of relationships between two or more settings in which the developing child actively participates.

Parents, educators, school staff, family therapists, and teachers can be sensitive to the interactions between various ecological systems, they work and interact with families within the community. The theory highlights the importance of the role of parents in influencing the development of the individual (Bronfenbrenner, 1986).

In the nature of a child growing environment, the microsystem refers to the immediate context in which the child lives, grows and evolves. Parental involvement in children schooling has been examined involving child, family, and school. According to Bronfenbrenner (1979),

parents are the people closest to children in the microsystem. Parent involvement in the child's school can be viewed from the role of the parents involved in their child's life, when their child transit to a school setting.

The mesosystem refers to the interaction of extended levels of microsystems. According to Bronfenbrenner, two levels of microsystems were in the meso-system, which included parent-child interactions and family-school interactions are important. These parents provide care and protection, compassion and a chance for the child's development. Further, the family-school interactions and partnership influence directly causing children's development and learning.

### The Relationship Between Psychosocial Invitation and Parental Involvement

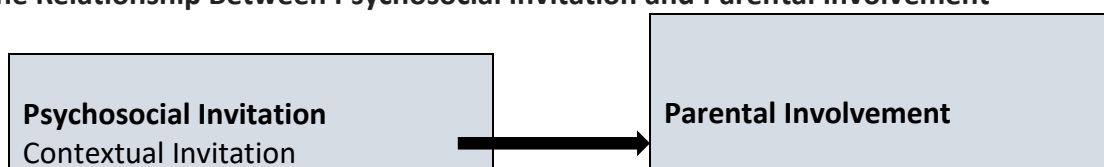


Figure 3: Framework of The Relationships Between Psychosocial Invitation and Parental Involvement

The framework defines the independent variable (psychosocial invitation as input variable) and dependent variable (parental involvement as output variable). Hoover-Dempsey and Sandler's model of the parental involvement process explored parental involvement by investigating the psychosocial invitation influence parents engaged in when they are involved. Vellymalay (2013) quoted that when parents have high aspirations and expectations of their children, they tend to have greater involvement in their children's education at school. However, much of the recent studies extended research exploring motivation parental involvement in children schooling using terms of psychological variables entrenched in models and studies of Hoover-Dempsey & Sandler (1997, 1995) at school (school-based involvement), such as the micro and mesosystems in Bronfenbrenner's theory. School-based involvements execute activities that require parents to participate in activities at schools that are generally focused on supporting the child's education.

### Conclusion

Parental involvement provides an important opportunity for schools to enrich current school programmes by bringing parents into the educational process. Increased parental involvement is important to increased student success, enhanced parent and teacher satisfaction, and improved school climate. Furthermore, the level of parents' psychosocial invitation among parents in schools' governance is important and need to be researched which the element of school invitations to be involved, teacher invitations to be involved, and specific child invitations to be involved were factors that influence parental involvement behaviors in out-of-school time programs. Scholars concluded that psychosocial invitation increased parental involvement behavior. Thus, the involvement of parents should be seen as a continuous process that has evolutionary stages through childhood. However, not all parents have the same capacity for full participation in all activities and not all schools are interested and able to adequately support their participation.

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